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ABSTRACT

This book is the fifth edition in a series designed to help individuals plan programs and teach courses in leadership. It offers descriptions of various methods, designs, current texts, and development tools for teaching leadership education. Following the introduction, the first part on courses and programs includes sections on the following: leadership majors and minors; courses on college and university campuses; programs on college and university campuses; programs and resources for the professions; programs for community and nonprofit leadership; other course and program resource material; and a cumulative list of courses and programs for 1986-1992. The volume also provides an annotated bibliography; a list of films and videos; directories of resource persons, resource organizations, and conferences and meetings; and an index. (LMI)

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LEADERSHIP EDUCATION 1994-1995:
A SOURCE BOOK

LEADERSHIP EDUCATION 1994-1995:
A SOURCE BOOK

For those planning programs and teaching courses in leadership

Edited by

Frank H. Freeman
Katherine B. Knott
Mary K. Schwartz

Published by

Center for Creative Leadership
Greensboro, North Carolina

The Center for Creative Leadership is an international, nonprofit educational institution founded in 1970 to foster leadership and effective management for the good of society overall. As a part of this mission, it publishes books and reports that aim to contribute to a general process of inquiry and understanding in which ideas related to leadership are raised, exchanged, and evaluated. The ideas presented in its publications are those of the author or authors.

The Center thanks you for supporting its work through the purchase of this volume. If you have comments, suggestions, or questions about any Center publication, please contact Bill Drath, Publication Director, at the address given below.

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CENTER FOR CREATIVE LEADERSHIP

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To

Walter F. Ulmer, Jr.
Kenneth E. Clark
Miriam B. Clark

ABOUT THE EDITORS

Frank H. Freeman directs the library at the Center for Creative Leadership. In this role, he develops and oversees information technologies that connect staff and Center program participants to a wide array of information sources and services on management development and related areas. Freeman has coedited five editions of *Leadership Education: A Source Book*. He received his M.L.S. in library and information science from the University of Maryland.

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Mary K. Schwartz is an independent librarian, specializing in information research, annotation, and delivery. She served as an intern on the fourth edition of *Leadership Education: A Source Book* and has provided editorial services for several publications. Schwartz holds an M.L.S. in library and information science from the University of North Carolina at Greensboro.

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Barbara Grills for her endless patience, practiced eye, and careful entry and proofing of the nearly 100 courses and programs;

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Sara King for her support, guidance, and friendship;

Each contributor to this book—for your willingness to share your ideas, philosophies, and creativity. This book is a result not of the labors of three editors and the Center for Creative Leadership, but of seeds planted and nurtured by hundreds of caring leaders.

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INTRODUCTION

Leadership Education 1994-1995: A Source Book is the fifth edition in a series designed to help individuals plan programs and teach courses in leadership. One of the hallmarks of this series has been improvement and expansion from one edition to the next, and this edition continues that tradition. The specific changes and improvements are noted below.

"Courses and Programs" contains descriptions of leadership courses and programs offered by colleges, universities, and selected organizations. In keeping with previous editions, all of these entries are new or significantly changed. The number of entries this time is ninety-three (thirty-three percent greater than the previous edition). Note also that many program descriptions include multiple, complete course syllabi, so the number of useful pieces of information far exceeds a surface count of entries. These course descriptions encompass a variety of disciplines: psychology, sociology, business management, political science, and public policy. The programs target traditional student audiences and leaders from other sectors of society such as business, nonprofit, human service, education, and local communities.

There are three new categories included in "Courses and Programs." The first is "Leadership Majors and Minors," which includes descriptions of four curricular leadership minor programs and a complete explanation of the University of Richmond's leadership major. The second is "Other Course and Program Resource Material," which contains descriptions and documents that we thought useful but which did not fit neatly under the existing headings. The third is "Cumulative List of Courses and Programs: 1986-1992," which contains a briefly annotated list of courses and programs that appeared in all previous editions of the *Source Book*. These older descriptions are available in full form through a cooperative arrangement with the National Clearinghouse for Leadership Programs (see page 233).

"Leadership Development Tools" (in the last edition this was called "Leadership Technologies") provides summaries of leadership inventories and questionnaires, as well as structured exercises, games, and simulations. We have expanded this section to include new tools suggested by contributors and have verified the currency of existing entries.

The "Leadership Bibliography" continues to grow significantly with each new edition of the *Source Book*, reflecting the growth in the number of new publications on leadership. The annotations are organized under subject categories, which are listed in the introduction to the section.

"Films and Videos," "Resource Persons Directory," and "Resource Organizations Directory" have all been updated and enlarged. Specific changes are described in the introduction to each section.

The final section, "Conference and Meeting Directory," is new to this edition and describes regional and national meetings to help plan networking and professional-development opportunities.

There are a variety of ways in which the *Source Book* can be used. If you are in the initial stages of developing a leadership course or program, take time to look at the variety of descriptions to get a sense of the various philosophies, methods, and designs used to teach leadership education. Some focus on a single discipline while others are interdisciplinary. If your focus is already fairly certain, the one-line description of each course or program provided in each section's contents pages will help you locate courses or programs which may be similar to yours. The course texts specified in many course descriptions will give you an idea of the most current and respected writings on the subject of leadership. And, most certainly, the "Leadership Bibliography" and "Films and Videos" will help.

If you've been teaching a course for quite some time and want to make some changes, consult "Leadership Development Tools" for resources to enhance your presentation. Instruments measuring various aspects of leadership and exercises of varying lengths could provide new and unique ways of feedback and learning. Also, investigate the new entries in the "Leadership Bibliography" and in "Films and Videos." If you are in an information-seeking mode or looking for funding for a new leadership project, browse through the "Resource Organizations Directory."

Finally, don't forget to consult the "Index" for specific needs. It provides subject, author, name, and institutional access to all sections of the *Source Book*. For example, the listings under the term *Case Studies* include courses and programs that use this method, plus exercises, books and articles, films, and resource organizations.

COURSES AND PROGRAMS

The following philosophical statement from the Jepson School of Leadership Studies, submitted by Dean Howard Prince, seemed to us an appropriate way to preface the Courses and Programs section of the 1994-1995 *Leadership Source Book.* The Jepson School opened its doors in the fall of 1992, and makes the University of Richmond the first university in the country to offer students an undergraduate major in leadership. An overview of the Jepson program and the course syllabi follow later in this section; however, the principles addressed in this statement seemed to embody the spirit of many of the submissions we received.

We offer this introduction to you not to suggest that the Center for Creative Leadership or its editors agree with all of the ideas proffered, but to provide you food for thought and fodder for enlightened discussion about what leadership education is and should be.

PHILOSOPHY OF THE JEPSON SCHOOL OF LEADERSHIP STUDIES

To fulfill our purpose we will strive to develop moral character as well as leadership knowledge and competencies in our students. Our educational mission begins with a moral ideal. We aim to develop honest, caring, and socially responsible leaders. The Jepson School views leadership as a form of stewardship and seeks to inspire students to use their abilities to serve society in a variety of ways. This moral vision informs the teaching, research, and administration of the school.

Education for leadership mandates development of critical and analytical skills. A capable leader must be able to identify problems. He or she needs these skills to determine what practices and ideas to discard, what to preserve, and what to change. In addition to mastering appropriate knowledge, this also requires the ability to collect and interpret information and to isolate what is relevant for addressing particular problems and achieving larger goals. Critical thinking is not an end in itself, but rather a way to develop vision and to engage in imaginative problem solving.

Students also must begin to develop basic leadership skills so they can participate in meaningful opportunities to lead and thereby learn by doing. Education *for* leadership requires that students enhance their interpersonal skills as well. An effective leader collaborates and cooperates with others in achieving mutual goals and nurturing other leaders.

Educating people *about* leadership requires a multidisciplinary program. The Jepson School faculty has backgrounds in many academic fields—psychology, political science, education, philosophy, and others. The Jepson School also utilizes the knowledge and talents of other faculty throughout the University of Richmond. The Jepson School serves as a nexus for connecting and integrating the insights of a variety of disciplines in understanding the complex phenomenon of leadership. Out of multiple modes of inquiry and many different knowledge bases, students acquire freshly synthesized conceptual frameworks that guide critical thinking and inform the practice of leadership in relevant contexts.

Our teaching methods extend beyond the traditional classroom. The school serves as a laboratory for new and innovative pedagogical techniques. While maintaining high standards of classroom teaching, the Jepson School program incorporates experiential learning. Classroom exercises and simulations offer students an opportunity to acquire feedback about their efforts to learn and lead students to reflect upon their behavior, their interactions with others, and the dynamics of social groups. Students have opportunities to interact with leaders from many settings through a vigorous lecture- and visiting-scholar series.

Participation in internship programs and other learning experiences here, elsewhere in the United States, and even abroad exposes students to the daily tasks and decision-making processes of leaders. Seminars make use of reflection and discussion to integrate the student's practical experiences and observations with theories and research about leadership. All classes combine theory with practice so that students gain a sense of leadership as praxis.

The faculty of the Jepson School believes that actively engaging the realities of leadership as it is practiced throughout our society can both enrich and enlarge our ability to teach. Through research and consulting we insure that what we teach is both sound and relevant. We are dedicated to advancing the field of leadership studies by building upon and critically evaluating existing theoretical, research-based, and practical knowledge. Since it is the first school of leadership in the country, the Jepson School has an obligation to serve as an exemplar and resource for other schools. As a center of leadership studies, the Jepson School will forge ties with other leadership programs and coordinate cooperative projects with scholars within and outside the University of Richmond. The Jepson School opens its doors to the local community and offers scholars and practitioners both a place to do research and a forum for presenting new ideas.

Students are selected from a wide range of applicants. Our goal is to identify those who are academically qualified and motivated to assume formal and informal leadership roles as well as to contribute to the leadership efforts of others. The Jepson School student body is a diverse community that represents the potential to learn about important differences from each other.

The Jepson School is committed to being a full participant within the University of Richmond. It adheres to the values and goals of the university and is committed to sharing its facilities and resources to achieve our mutual goals.

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LEADERSHIP MAJORS AND MINORS

The section which follows is new to the *Source Book*. We are pleased to have a section devoted to the descriptions of a leadership major and four leadership minors. The critical mass of submissions of this nature which necessitated the creation of this new section indicates to us the spread of recognition on college and university campuses of leadership as a viable and worthy field of academic study.

Diverse approaches to establishing and directing formal studies of leadership exist within the programs represented. So that you are able to obtain more information about programs which pique your interest, a contact person is listed for each program of study. Individual courses within each program may also have different faculty listed as a contact. Please let us know if you, too, have a formal program of leadership studies in your curriculum.

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Alberson College of Idaho

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Extradepartmental Minor in Leadership Studies: Proposal

PROGRAM DESCRIPTION

Leadership is a specialized ability necessary for success in particular endeavors and for success in life in general. Successful use of leadership potential depends on proper development of the ability. The Leadership Studies minor consists of 22 units and is designed to fit the liberal arts curriculum of the College. Leadership studies are multidisciplinary. All the key institutions in our society require effective leaders: arts, business, education, government, health care, human services, religious, scientific, and social organizations.

Students, in consultation with their advisor and the program director, elect courses that match their organizational and career interests. All participants are required to take Leadership 101 in the spring of their freshman year and Leadership 201 in the fall of their sophomore year. Unless a student has public-speaking training, he/she is required to take Speech 111. A course required in a student's major may not be counted as part of this minor. In their junior and senior years, students take the Leadership Seminar Series, Leadership 396 and 496. The seminars are designed to help students integrate curricular and cocurricular programs into a strategy for continuing leadership development.

Leadership 101: Leadership Development (2 units)
Leadership Development is a study of leadership roles and skills in college organizations and activities. The course is designed for students who want to assume a leadership position during college and in their careers afterwards. This course has limited enrollment and should be taken in the freshman year.

Leadership 201: Theories, Styles, and Realities (2 units)
Prerequisite: Leadership 101 or permission. This course is designed to challenge students to apply the theoretical and philosophical aspects of leadership to their organizations. Topics addressed include leadership style, motivation, group process, team-building, communication, power, authority, and ethics in leadership.

Leadership 396: Seminar (1-3 units)
Prerequisite: Leadership 201 or permission. The course may be repeated for a maximum of 3 units. This course is a continuous series of seminars each semester for juniors. Seminars involve reading, directed research, discussions, experiments, speakers, and skill practice. An internship plan is developed for each participant.

Leadership 496: Seminar (1-3 units)
Prerequisite: Leadership 396 or permission. This course may be repeated for a maximum of 3 units. It is a continuous series of seminars each semester for seniors. Leadership competencies such as communication, problem solving, decision making, objective setting, and self-development are emphasized throughout. Organizational sponsors and mentors are involved in the seminars.

LEADERSHIP 101: LEADERSHIP DEVELOPMENT

Course Purpose
Leadership Development is a two-unit course designed to teach students the fundamental elements of effective leadership and to demonstrate the importance of leadership in their chosen careers, their organizations, their communities, and society in general. The course will better prepare students to assume responsibilities of leadership in college organizations and in their careers afterwards. The course is designed to encourage a high degree of class participation; concepts related to leadership will be practiced in class through structured experiences.

Course Objectives
- To study the concept of leadership and understand that leadership is a process based on relationships with people.
- To allow for self-exploration, introspection, and value exploration.
- To create a comprehensive understanding of leadership for personal and organizational settings.
- To encourage students to understand that leadership can be an option for them in life.

Course Methodology
A quality learning experience in a leadership class heavily rests upon a high degree of interaction and exchange of ideas among students, the instructors, and guest speakers. The ability to contribute to class discussion about readings and other sources of information is heavily weighted. The ability to work as a team member is very important also. All assignments must be completed by the due date so that participation in class discussions, exercises, and projects can be completed thoroughly and effectively.

Course Evaluation
Students write an autobiography that highlights significant

life experiences that impact on their values, leadership skills, goals, and personal perspectives.

Speaker reaction notes must be completed on each guest speaker that visits the class. The notes include a critical analysis of the speaker's perspective on leadership.

Everyone keeps a journal throughout the course. Other ways of evaluating students' work is discussed in class.

LEADERSHIP 201: THEORIES, STYLES, AND REALITIES

Course Purpose

This course is a continuation of the leadership program. It is designed for students who have successfully completed Leadership 101 and wish to continue developing their leadership competencies.

Course Objectives

- To help each participant set personal-development goals and establish plans to achieve them.
- To establish teams that will support individuals in working on their goals.
- To provide training modules that will help individuals and teams improve their leadership competencies.
- To develop a commitment to continued learning and personal growth.

Course Methodology

All class participants are given several opportunities to lead sessions in either the whole group or in subgroups (teams), so there are opportunities to work on both leadership and followership competencies. A *competency* is defined for course purposes as the ability to combine knowledge, skills, attitudes, and values in order to achieve agreed-upon goals and results.

Course Evaluation

People in leadership positions must be able to analyze their performance, get feedback from others, process that feedback, and set goals for self-improvement. They also have to evaluate the performance of others and give constructive feedback. The college classroom provides this opportunity. We evaluate performance in terms of goals and results, just as it is done in an organization. Details are explained in class.

LEADERSHIP 396: JUNIOR LEADERSHIP SEMINARS

Course Purpose

The purpose of these seminars is to help participants develop their leadership competencies. This involves expanding knowledge and skills by reading and discussion, accompanied with practice or applying the skills in the seminar. Another important aspect of the program is to share our leadership experiences outside the seminar and practice improving our leadership performance in these situations.

Course Objectives

- To help and support participants in understanding their leadership competencies in many different situations and discovering ways to improve.
- To learn to act effectively in leadership roles and follower roles.
- To practice leadership skills.
- To expand the individual participant's knowledge about leadership through selective reading, discussion, and practice.
- To develop a commitment to personal growth and lifelong learning.

Course Methodology

The course utilizes acquisitional, experimental, and explorational approaches to learning. Everyone gets many opportunities to take leadership roles in the seminar sessions. We use meetings, role playing, case studies, group discussions, readings, research, and outside speakers. Everyone sets some self-improvement goals for each semester. They also help others accomplish their goals. Leaders need to develop a long-range view of what they need to learn and how to learn it, particularly in capitalizing on their experience. They need to develop attitudes and methods to accumulate experience in meaningful ways and then supplement it by reading, observing, classifying, analyzing, and experimenting. This is what lifelong learning is all about.

Course Evaluation

Everyone learns to keep a journal and we review our progress each semester. People in leadership positions must be able to analyze their performance, get feedback from others, and set goals for self-improvement. They also have to evaluate the performance of their peers, subordinates, and superiors in organizations. The seminar offers an opportunity to understand this process. That is the way evaluation is done in the seminars, in terms of goals and results, just as it is done in the real world.

LEADERSHIP 496: SENIOR LEADERSHIP SEMINARS

Course Purpose

This is a continuation of the leadership program. It is designed to help participants learn more about leadership competencies and to practice them. It helps students to improve their knowledge about leadership and their leadership skills.

Course Objectives

- To help and support participants as they look at their leadership competencies in several different situations.
- To learn more about leadership roles and membership roles in groups.
- To practice leadership skills in communication, coaching, problem solving, decision making, and goal setting.
- To get and give feedback about performance in groups and to evaluate group progress and problems.
- To develop a commitment to continued learning and personal growth.

Course Methodology

We utilize the learning-laboratory methods in the course. Everyone gets opportunities to take leadership roles. We use meetings, role playing, case studies, group discussion, and outside readings. Everyone sets some self-improvement goals for themselves and helps others accomplish their goals in the course.

Course Evaluation

People in leadership and management positions must be able to analyze their performance, get feedback from others, and set goals for self-improvement. They also have to evaluate the performance of their peers, subordinates, and competitors. The college classroom can be an effective opportunity to understand this process. That is the way evaluation is done in this course, in terms of goals and results, just as it is done in an organization.

* * *

Columbia College

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The Leadership Institute: Leadership Minor

COURSE DESCRIPTIONS

Lead 100: Leadership Assessment & Portfolio Development

Students utilize multiple assessment measures to gain an initial understanding of their leadership strengths and need areas. An overview of each of the following areas is given: leadership inventories and profiles, presentation and interaction assessments, a career-planning system, and a health-related fitness assessment.

Lead 200: Critical Thinking and Transitional Leadership

This course is designed to assist students in developing an increased understanding of leadership skills. Key areas of study include:

- Understanding and gaining a positive approach to dealing with issues.
- Understanding and establishing personal and professional goals.
- Gaining an insight into the interconnectedness of working with others.
- Communicating as a key element in relating to others.
- Utilizing decision-making and problem-solving methods as strategies for developing and learning throughout life.
- Gaining a foundation of knowledge of the value of one's potential and capabilities.

Emphasis is on the study and practice of leadership skills with particular emphasis on the various contexts of leadership (home, family, work, community, etc.).

Lead 201: Leadership Theories and Strategies

Students are introduced to the major leadership theories, models, styles, and principles.

Lead 300: Leadership Issues and Practices

Students integrate learning from previous courses and experiences and apply their learning to historical or contemporary issues and practices at the local, state, national, and international levels. Three primary areas will be examined as they relate to leadership: ethics, human diversity, and global perspectives.

Lead 370: Field Experience—Leadership Case Study

Students enhance their understanding of the practice of leadership through the development of an in-depth case study of a person or a group. A minimum of 30 hours of direct observation/participation is required. This includes activities such as structured interviews, discussions, and participant observations. Students meet eight times as a class during the semester.

Lead 400: Experiential Leadership—Field Applications and Capstone Assessment

The Capstone Internship requires that the student work with a mentor. The purpose of the internship is to provide a means for students to solidify their understanding and application of leadership concepts, practices, and skills. A minimum of 120 internship hours is required. Additionally, students meet once a week for a one-hour seminar for group discussions and to retake a selected battery of leadership inventories and profiles.

PROGRAM REQUIREMENTS

Requirements for the minor in leadership: 14 semester hours of required courses (Lead 100, 200, 201, 300, 370, and 400) and 6 semester hours of restricted electives.

The 6 semester hours of restricted electives must be taken from different disciplines. Some of the courses satisfy general education requirements.

Leadership Courses (14 semester hours)
Lead 100: Leadership Assessment and Portfolio Development (2 semester hours)
Lead 200: Critical Thinking and Transitional Leadership (2 s.h.)
Lead 201: Leadership Theories and Strategies (3 s.h.)
Lead 300: Leadership Issues and Practices (3 s.h.)
Lead 370: Field Experience—Leadership Case Study (1 s.h.)
Lead 400: Experiential Leadership—Field Applications and Capstone Assessment (3 s.h.)

Restricted Electives (6 semester hours)
Business 340: Organizational Behavior (3 semester hours)
Physical Education 261: Personal Health and Wellness (3 s.h.)
Political Science 360: The Presidency (3 s.h.)
Psychology/Sociology 282: Social Psychology (3 s.h.)
Social Work 360: Group Leadership (3 s.h.)
Speech 233: Public Speaking (3 s.h.)

* * *

North Central College

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The Leadership, Ethics, and Values Program

PROGRAM DESCRIPTION

Leaders are those who express the values and common purposes that make human cooperation and achievement possible—in business, government, voluntary organizations, and communities. Although leaders are often entrusted with authority and important administrative duties, the essence of the leader's task lies in creating a mutual bond of purposes and goals with others, helping others to participate actively in the realization of these purposes and goals, and representing the group. Thus, leadership education focuses not upon learning techniques for managing or wielding power but rather upon understanding the needs, wants, and values of others; improving one's ability to analyze and communicate the values of human dignity, fairness, quality, and creativity; and practicing cooperation in group efforts to solve problems and achieve goals.

At North Central College, the development of leadership, ethics, and values are fundamental goals. Whatever field of study or academic degree a student may pursue, the theme of leadership, ethics, and values challenges the individual to prepare broadly and with vision for an active and responsible role in his or her work and community. At the same time, common concerns for leadership, ethics, and values creates a campus community of inquiry which respects the experience, convictions, and specialized knowledge of every participant.

Students who come to North Central directly from high school have their first encounter with the Leadership, Ethics, and Values Program (LEV) in the orientation for new students. They continue to engage the theme of leadership in NCC 101, the freshman seminar taken in the fall term. Faculty members from departments across the college teach in the freshman seminar and many have contributed readings or study guides to the course's exploration of the themes of leadership and self-development, intellectual leadership, and leadership and justice.

LEV offers elective courses at introductory and advanced levels. Some LEV courses are offered on the weekend and in the evening for the convenience of nontraditional students. LEV also offers an undergraduate Minor in Organizational Leadership.

UNDERGRADUATE COURSES

LEV 102: Leadership Projects
This is a seminar for the development of leadership skills. Working in small teams, students design and implement projects for campus improvement. They analyze the leadership roles that emerge in the project experiences. (.5 credit.)

LEV 121: Contemporary Issues in Leadership
This course examines leadership needs in American communities, corporations, and political life. Studies of several leaders who have met diverse challenges form the basis for understanding the tasks and responsibilities of leadership. (1.0 credits.)

LEV 303: Leadership and Empowerment
This course is specifically designed to provide academic leadership growth for transfer and adult students. Students practice coalition-building and engage in individual projects, applying theory to action, and presenting their work to peers. (.5 credit.)

LEV 313: Leadership Analysis
This seminar engages students with basic readings on leadership and introduces several standardized instruments which help students assess their leadership styles. This course is designed primarily for Weekend College students. (.5 credit.)

LEV 330: Conflict Resolution
This is an inquiry into the theories and skills relating to the resolution of conflict in the community and the workplace. A variety of approaches are used to understand and analyze issues and develop skills including lecture/discussion, negotiation exercises, and simulated mediations. The course focuses on developing an ability to mediate.

LEV 430: Conflict Resolution Clinic
This is an advanced, skills-oriented course focusing on the resolution of actual, rather than simulated, conflicts. It continues the conflict-resolution theory and skill development commenced in LEV 330 by applying both to conflicts on the college campus and, eventually, in community courts and businesses. The course also continues the LEV 330 focus on developing an ability to practice as a mediator.

LEV 490: Seminar on Leadership Theory
The goal of the seminar is to gain familiarity with comprehensive theories of leadership, with special emphasis upon the connections between leadership, ethics, and values. Students conduct independent studies of effective leaders.

LEV 497: Leadership in Work Environments
This seminar links theory and experience in which students analyze the leadership issues they confront in work. Each student spends approximately 10-12 hours per week working in an approved internship placement; the seminar meets once per week for two hours of case studies and other structured forms of reflection. Prerequisite: LEV 490 or permission.

GRADUATE COURSES

HTB 560: Values and Ethics in the Workplace
This is an exploration of the meaning, significance, and implications of values related to being an employee at any level. The values of trustworthiness, loyalty, participation, fairness, privacy, and respect for others are explored. The challenges of balancing work, family, and community are considered.

MLS 576: Leadership for Social Change and Renewal
This is a study of contemporary leaders who have developed organizations and programs addressing critical social and environmental issues. Their strategies for building consensus and constituencies are considered in light of social and ethical theory.

MINOR IN ORGANIZATIONAL LEADERSHIP

The Minor in Organizational Leadership offers students interdisciplinary preparation for the demands of leadership in business, educational, government, or nonprofit organizations. Course work for the minor focuses upon the key leadership elements of ethics, decision making, and communications. The six-course minor also provides a general orientation to leadership theory and includes an internship relevant to a student's special interests. In addition to courses offered directly by the LEV program, certain courses in business administration, philosophy, political science, psychology, religious studies, and speech communication can be used to fulfill the requirements for the minor.

Leadership Theory (both required)
LEV 490: Seminar on Leadership Theory
LEV 497: Leadership in the Work Environment

Decision Making (one required)
PSY 365: Decision Making
BUS 262: Management of Organizations
LEV 330: Conflict Resolution
LEV 430: Conflict Resolution Clinic

Ethics (one required)
PHL 110: Ethics
PHL 210: Professional Ethics

Communications (one required)
SCT 200: Interpersonal Communication
SCT 214: Group Process

Applied Elective (one required)
Any applied leadership course relevant to the special interests of the student, subject to approval by the LEV director. For example: A fourth course from among those listed above in decision making, ethics, or communication or:

LEV 102: Leadership Projects (.5 credit)
LEV 121: Contemporary Issues in Leadership
LEV 303: Leadership and Empowerment (.5 credit)
LEV 313: Leadership Analysis: Understanding Tasks and Assessing Your Capacities (.5 credit)
PSC 205: American Presidency
S&A 190: Urban Problems

REL 115: Christian Ethics
REL 120: Urban Ethics and Religion
PSY 270: Industrial Psychology
SCT 230: Business and Professional Communication
SCT 330: Organizational Communication

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Stetson University

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Hollis Leadership Program

PROGRAM INTRODUCTION

As of the spring of 1994 the Hollis Leadership Program has three leadership courses (LDP 198, 275, 376); these and additional courses from the College of Arts and Sciences and the Business School allow students to select a total of 18 credits worth of course work to be counted toward a leadership minor.

PROGRAM GOALS

Below are the goals of leadership minor courses. These are intended to lead to discussion about how faculty members will help students develop "skills, knowledge and attitudes" (Hollis Task Force, 1987) needed by leaders that are consistent with the mission of the Hollis Leadership Program and Stetson University.

A course is appropriate for the minor if in the syllabus the instructor emphasizes:

- Theoretical or practical aspects of leadership.
- Historical or literary accounts of leadership.
- Student contact with local or national leaders.
- Psychological or sociological analyses of leadership.
- Projects that offer students the opportunity to create a product that demonstrates leadership.
- Exploration of philosophic and ethical considerations related to leadership.

An interdisciplinary curriculum should help students develop *knowledge* about leadership, *skills* to be effective leaders in a variety of situations, and *attitudes* which allow them to work with others to solve complex problems. Curriculum designed for the leadership minor should be consistent with the university's statement of purpose to engage students in a "a learning environment which affords special opportunities for personal growth . . . , community service[, and] development of leadership skills." A goal would be to combine classroom learning with leadership experience both in and outside the classroom. An aim would be to enhance students' leadership ability to encourage "personal and community responsibility . . . and . . . meaningful lives of service in their communities."

PROGRAM PURPOSE

The purpose of the Hollis Leadership Development Program at Stetson University is to cultivate aware, humane persons, capable of influencing their social and professional groups toward perspectives and actions which benefit all society. The program supports the specialization required by a student's major with additional training in the skills, knowledge, and attitudes necessary for the exercise of such leadership. Offerings in the program include courses, seminars, and a variety of leadership experiences on and off campus. Some highlights of the program include the following:

International Internships
Stetson students have the opportunity to intern abroad through the International Executive Service Corporation, which competitively selects students for an eight-week summer program in such settings as Egypt, Morocco, Guatemala, Jamaica, and Barbados.

Mentorships
Local members of the Alumni Association of Stetson are matched with (primarily senior) students for an entire year.

Woodrow Wilson
The Woodrow Wilson Program provides nationally recognized speakers for week-long campus engagements and active involvement with students. Recent visitors have included a founder of the Juilliard String Quartet, an officer of the World Bank, and the former chairman of Lever Brothers Corporation.

Leadership Symposiums
Stetson students can meet leaders from business, government, and religious organizations in symposiums, which are often cosponsored with other campus groups.

United Way
Stetson's Community Action Team helps students find rewarding leadership experiences by volunteering in local human-service agencies.

Grants
Students, faculty, and staff can request small grants to encourage leadership-oriented activities such as attendance at leadership conferences, film series, support of drives to raise money for the needy, and distribution of a campus newsletter.

Youth Motivators
Some 250 Stetson students cooperate with the Volusia County School System to provide help to underprivileged and underachieving area students. The goal of the program is to motivate the county students by providing them with personal friendships with Stetson students. Over three-fourths of the Youth Motivators repeat the program.

PROGRAM COURSES

LDP 198: Leadership Experiences (3 credits)
LDP 275: Exploring Leadership: Choice and Responsibility (3 credits)
LDP 376: Leadership in the Community (3 credits)

LDP 198: Leadership Experiences

COURSE PURPOSE

The purpose of this course is to familiarize students with concepts related to leadership by actively involving them in projects for enhancement of selected nonprofit organizations. Through a combination of discussions, readings, classroom activities, and field experience, students get insight into characteristics of leaders and participate in experiences to enhance their leadership skills.

GRADING

Test	20%
Project Report (group)	20%
Journal (individual)	20%
Final Presentation (group)	20%
Group Performance (group, agency, instructor)	20%

COURSE TEXT

On leadership. Gardner, J.

COURSE OUTLINE

Session	Topic
1	Overview: Lecture, activities, discussion of *Megatrends* and *Megatrends 2000.*
2	John Gardner *On Leadership*, Chapters 1-6.
3	John Gardner *On Leadership*, Chapters 7-12. Reaction Paper: a one-page computer-processed response to the readings to be shared with your group and the instructor. Have five copies ready.
4	John Gardner *On Leadership*, Chapters 13-17. Reaction Paper (see above).
5	Test/Project Assignments.
6-15	Projects for organizations: minimum of 15 hours per week.
16-17	Presentation, project report, and journal due.

LDP 275: Exploring Leadership: Choice and Responsibility

This course is an introduction to principles of leadership in various fields. Students consider common qualities shared by leaders in business, music, politics, etc. They gain and assess actual experience of their own in leading others. No prerequisite.

[Editor's Note: The course syllabus for LDP 275 was not available at press time. For more information about this course, please contact Dr. William Jens at (904) 822-7363.]

LDP 376: Leadership in the Community

COURSE PURPOSE

The purpose of this course is to familiarize students with concepts related to leadership by actively involving them with community leaders who direct nonprofit organizations. Through a combination of discussions, readings, classroom activities, and field experience, students get insight into characteristics of leaders and participate in experiences to enhance their leadership skills. Students engage in group projects for a minimum of 45 hours during the semester and are responsible for maintaining a journal of that experience, write a report about their project, and present the results of the project to the class. In addition, they write a short biography of a selected leader.

COURSE TEXTS

Gardner, J. *On leadership.*
Photocopied articles.

GRADING

Class Performance (individual)	20%
Project Report (group)	20%
Journal (individual)	20%
Final Presentation (group)	20%
Biography (individual)	20%

COURSE OUTLINE

Session	Topic/Assignment
1	Overview.
2	Classroom activities. Gardner, Chapters 1-6.
3	Classroom activities. Gardner, Chapters 7-12.
4	Classroom activities. Gardner, Chapters 13-17.
5	In agencies/Group meetings.
6-8	In agencies.
9-10	In agencies/Group meetings.
11	In agencies.
12	In agencies/Group meetings.
13	In agencies.
14-15	In agencies/Group meetings.
16-17	In agencies.
18-20	In agencies/Group meetings.
21	In agencies.
22	Projects due/Class presentations.
23	Journals due/Class presentations.
24	Biography due/Class presentations.
25	Class presentations.

Leadership in the Emerging Global Political Economy: A Florida Perspective

COURSE INTRODUCTION

This course was offered only through the spring semester of 1993 by Dr. Lawrence W. Arrington who was a visiting professor. It was an introduction to the challenges facing Florida leaders in the emerging global political economy with emphasis on leadership principles and styles. Major trends and challenges facing Florida leaders of public, nonprofit, and private organizations were emphasized. Through a combination of lectures, readings, discussions, and class projects, students learned about and exercised leadership skills in the context of real-world problems.

COURSE DESCRIPTION

Students form small working groups. Each group is assigned tasks associated with one of three actual projects in which the instructor is engaged as a consultant. The three projects are:

Project Mosaic
This is a community-based initiative, designed to develop ways and means to achieve excellence in primary and secondary public education and overcome racial disparities in schools and communities in Palm Beach County, funded by the local business, local public agencies, and the MacArthur Foundation.

Florida Counties Foundation Project
This project is designed to develop a process for improving Florida county governments, including development of an "intellectual platform" for acquainting county officials with challenges facing them, an organizational visioning and goal-setting process, a process for restructuring county organizations, and means and methods for achieving improved citizen involvement in local-government decision making.

Small Counties Institute Project
Also funded by the Florida Counties Foundation, this project is designed to develop a curriculum for training of Florida's small-county officials and identification of ways and means to meet technical assistance needs of small counties.

The following tangible results of each project must be achieved:

Each group, in consultation with the instructor, is to select a specific research problem associated with one of the three projects discussed above. The members of a student group collaborate with each other to define the problem selected, identify potential solutions, and identify the resources and work tasks necessary to effect solutions. Each group shall collaborate to write a paper that describes the research problem and the group's approach to solving it.

COURSE POLICIES

Attendance

Regular attendance is vital to the success of the course. Each absence after the first three results in a 10% reduction in the student's preparation/participation grade.

Preparation and Participation

Regular preparation and participation is also vital to the success of the course. Students should be prepared for every class. Pop quizzes and questions about assigned material directed at specific students may be used to verify preparation. Students must also participate in class discussions.

GRADING

Group Project	33%
Class Preparation and Participation	33%
Final Exam	33%

COURSE TEXTS

Reich, R. B. *The work of nations.* Alfred A. Knopf.
Bellah, R. N., et al. *Habits of the heart.* Harper & Row.
Osborne, D., & Gaebler, T. *Reinventing government.* Addison-Wesley.

COURSE OUTLINE

Session	Topic/Assignment
1	Introduction. Reich, to p. 33.
2	Lecture: "Major Challenges Facing Florida Leaders," introduced. Reich, to p. 86.
3	Lecture/discussion: "Major Challenges Facing Florida Leaders," continued. Reich, to p. 118.
4	Overview of consulting projects; selection of project teams. Reich, to p. 168.
5	Identification by group of each research task. Reich, to p. 208; meet with group to discuss research task.
6	Further refinement of research tasks. Reich, to p. 234; begin preparation of group concept paper on research task.
7	Lecture: "Leadership Styles in the Emerging Global Political Economy." Finish Reich; refine concept paper on research task.
8	Lecture: "Leadership Tasks in the Emerging Global Political Economy." Finish concept paper on research task.
9	Each group presents concept paper, ten minutes each; further collaboration on concept papers by group. Bellah, to p. 51.
10	Guest lecturer. Bellah, to p. 84.
11	Guest lecturer. Bellah, to p. 141.
12	Project collaboration. Bellah, to p. 219.
13	Lecture: "Leadership, Values, and Social Consensus," introduced. Finish Bellah.
14	Lecture: "Leadership, Values, and Social Consensus," continued. Osborne, to p. 25; group collaboration on research task.
15	Lecture: "The Principles for Reinventing Government," introduced. Osborne, to p. 76; group collaboration on research task.
16	Guest lecturer. Osborne, to p. 108; group collaboration on research task.
17	Guest lecturer. Osborne, to p. 195; begin writing research paper.
18	Lecture: The Principles for Reinventing Government, continued. Osborne, to p. 166.

19	Collaboration on group projects. Osborne, to p. 195.
20	Lecture: "Florida's Attempts to Reinvent Government." Finish Osborne.
21	Collaboration on group projects. Begin writing paper.
22	Collaboration on group projects. Refine paper.
23-25	Group presentations; discussion. Prepare for final exam.
26	Final exam.

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University of Richmond

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The Jepson School of Leadership Studies

PROGRAM OVERVIEW

The University of Richmond has begun a significant experiment in higher education by establishing the Jepson School of Leadership Studies which opened in the fall of 1992. Generously endowed by an alumnus of the University of Richmond, Robert Jepson, and supported by matching funds from the university, the Jepson School is unique in its conception and scope. While several hundred colleges and universities claim to offer some kind of formal leadership course or leadership training, and most assert they are educating future leaders, none has offered an undergraduate degree in leadership studies in order "to educate for and about leadership."

Through an interdisciplinary curriculum, the school will seek to develop in each student a base of knowledge about leadership that achieves the traditional goals of liberal education and also provides conceptual tools which support the exercise of leadership in a variety of relevant settings. Such a foundation will equip graduates to observe effectively in leadership situations, to make sense out of their observations, to use their critical-thinking ability in combination with their knowledge of leadership concepts to creatively generate potential solutions for meaningful problems, and most important from a leader-development perspective, work effectively with other people to achieve workable unity in pursuit of a common purpose.

Thinking effectively about leadership will not be enough to prepare young men and women for leadership. Students must be presented with learning situations both in the classroom and in other settings such as internships and service learning in an effort to strengthen the connection between ideas and actions. Only by combining formal classroom learning with direct leadership experience and the opportunity to learn by observing others can students integrate their development into meaningful leadership competencies that leave the learner prepared to engage the world and continue the process of leadership development, perhaps for a lifetime. We must also find ways to encourage and inspire young people to be willing to accept the responsibility of leadership and to do so in harmony with the value of service to others.

The Jepson School will offer a major and a minor in leadership studies. Students who complete the major will earn the degree of Bachelor of Arts with a major in leadership studies. Ideally many more students will take a course or two in leadership studies as part of their education at the University of Richmond in preparation for roles as both leader and follower in later life.

PROGRAM PURPOSE

The major in leadership studies is derived from the purpose of the Jepson School that was approved by the Board of Trustees in the fall semester of 1988 on recommendation of the university faculty and administration: "to educate for and about leadership." The structure and sequencing of the courses comprising the leadership studies major are designed to provide a "study in-depth" experience of high quality patterned on the guidelines proposed by the Association of American Colleges in its report, *Integrity in the College Curriculum* (1985).

Educating *about* leadership requires classroom-centered courses that provide conceptual frameworks and an appropriate body of knowledge for understanding the study and practice of leadership. These courses draw upon the knowledge bases of several relevant disciplines. While in some cases there may appear to be overlap with the content of related courses taught in other schools and departments, each course in the leadership studies major will develop a multidisciplinary synthesis that contributes to building integrated frameworks for understanding the study and practice of leadership.

Educating *for* leadership requires experiential learning that takes the student from the classroom to relevant settings in order to practice and observe leadership. Learning directly from personal experience and vicariously through the experience of others are the primary means of enabling students to translate their knowledge into informed practice—of connecting idea to action. In seminars that accompany each experiential learning requirement, students reflect on their experience and, with the help of faculty, learn how to use their knowledge of leadership to improve their ability to serve as leaders. Academic credit is given for participation in the seminar that accompanies each experiential learning opportunity. Students will be required to produce substantial written work as part of the seminar experience and to participate actively in seminar discussions of theory and practice.

In order to insure that it is a dynamic and evolutionary experiment, the major will be assessed in a variety of ways on a systematic basis.

PROGRAM DESCRIPTION

The major in leadership studies consists of 37 credits, including a six-credit internship, a one-credit service learning experience, a three-credit senior project capstone, and nine other three-credit courses. The latter nine courses include the following: four required courses that cover basic concepts essential to the study of leadership in depth; two elective courses that cover the theory, research, and applications of basic leadership competencies; two elective courses that cover the nature and impact of different contexts in which leadership is exercised; and one elective course from a list of courses that provide breadth by covering selected issues in leadership studies. Students must complete LDSP 201, Foundations of Leadership Studies, before the start of their junior year or before taking any other leadership studies course. Students who major in leadership studies will also be required to complete a minor in either the School of Arts and Sciences or the E. Claiborne Robins School of Business.

A possible Jepson major's course sequence would be as follows:

Freshman or Sophomore Year

LDSP 201	Foundations of Leadership Studies

Junior Year (Fall)

LDSP 300	History and Theories of Leadership
LDSP 301	Critical Thinking and Methods of Inquiry
LDSP	Context Course
Elective	
Elective	

Junior Year (Spring)

LDSP 370	Service Learning (1 hour credit)
LDSP 350	Ethics and Leadership
LDSP 351	Leading Groups
LDSP	Context Course
Elective	
Elective	

Senior Year (Fall)

LDSP 388	Internship (6 hours credit)
LDSP 300 or 400 Level	Competency Course
Elective	
Elective	

Senior Year (Spring)

LDSP 498	Senior Project
LDSP	Selected Issues in Leadership Studies
LDSP 300 or 400 Level	Competency Course
Elective	
Elective	

INTEGRATED CURRICULAR THEMES

There are a number of important themes that arise in the study and practice of leadership today. These include, but are not necessarily limited to, the following:

- Communication
- Critical Thinking
- Values and Imagination
- Social and Individual Differences

We have chosen to integrate these four themes into each course rather than develop separate courses which focus specifically and primarily on any one of them. Thus, each course syllabus describes how that course will include these four themes. Obviously, the Critical Thinking and Methods of Inquiry course will focus primarily on critical thinking, though it will also treat the other three themes as well. In addition, one or more of the four themes may be covered in-depth in a Selected Issues in Leadership Studies course.

We recognize, of course, that additional themes are important to leadership studies—e.g., gender, ethnicity, culture, global interdependence, technological developments, the environment, and others. While many of these are subthemes of our four broad themes, some may not fit into neat thematic categories. With that in mind, we will remain open to exploring and discovering new themes and issues not treated in our curriculum and to making adjustments as the fundamentals of leadership study and practice evolve.

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Critical Thinking and Methods of Inquiry

COURSE DESCRIPTION

This course focuses on how to learn about leadership from the sciences and the humanities. It differs from a standard critical-thinking course because it is applied to a particular area of study, and it covers a much wider range of material. The content of this course comes from leadership studies, philosophy and history of science, logic, epistemology, literary theory, historiography, and art. Many of the cases and examples in this course come from research on leadership; others focus on leaders in areas such as science, literature, and the arts.

The course is divided into sections on science, logic, and language and interpretation. Students critically analyze leadership research that comes from various disciplines. They learn how people in other disciplines think. During the semester, visitors from other departments in the university, such as art, foreign language, history, science and anthropology, come to class and talk about how they develop research problems and how they go about researching these problems.

Students learn practical skills such as how to assess the quality of inferences that are drawn from empirical and quantitative studies. They also learn how to construct sound arguments and detect faulty ones. (Critical thinking is not just about techniques; it is about how we know things and what kind of knowledge is legitimate.) Students investigate the role that leaders play in shaping assumptions about what is true and legitimate research in areas such as leadership, science, and art. One section of the course examines notions of meaning and definition. That particular section focuses on leadership research that attempts to define leadership. The course also introduces students to deconstruction and hermeneutics. These approaches to interpretation are used by the students to evaluate existing leadership literature and cultivate new sources of research from the humanities.

COURSE PURPOSE

In this course we think about thinking. The ability to think critically and explore questions from a variety of intellectual perspectives is important to you not only as a leadership student but as a lifelong learner. We live in a world that mass produces information, which means that all men and women should be critical consumers of all information, including the information that they are exposed to in their classes.

Since leadership studies is multidisciplinary, you not only need to know how to use the research and research methods from several disciplines but also how to assess the strengths and limitations of different disciplines and methodologies. Critical thinking is a fundamental leadership competency. Leaders are often presented with information from a variety of sources and in areas where they have no expertise. They must have skill at making judgments about information and arguments. Leaders also need to know how to present persuasive arguments. Perhaps the most important feature of critical thinking is that it helps to develop imagination and vision. Some people become leaders because of their personality, desire, or "people" skills. Others become leaders because of their ideas. This course examines the role of ideas in leadership and aims to teach students how to develop their ideas.

COURSE OBJECTIVES

- To learn about different research methods and to learn the limitations of those methods.
- To learn how to learn about leadership from different disciplines.
- To develop critical listening, reading, and writing skills.
- To understand the role of interpretation in knowledge.
- To analyze why some visions, arguments, ideas, and theories gain adherents while others do not.
- To learn how to give and receive criticism.

JEPSON SCHOOL CURRICULAR THEMES

This course integrates several other themes from the Jepson School curriculum. Students analyze the use of argument and language as the foundation of effective communication. The course examines how powerful groups and people can shape our notions of truth. Students learn that values are not separate from facts. The course investigates why certain ideas are compelling. Critical thinking is not an end in itself but a first step towards imaginative thinking. Lastly, the course looks at leaders in the arts and the sciences, which serves part of the Jepson School's goal to study leadership in a wide variety of human endeavors.

COURSE TEXTS

Kahane, H. (1992). *Logic and contemporary rhetoric* (6th ed.). Belmont, CA: Wadsworth Publishing.
Kuhn, T. (1970). *The structure of scientific revolutions* (2nd ed.). University of Chicago.
Radner, D., & Radner, M. (1982). *Science and unreason.* Belmont, CA: Wadsworth Publishing Co.
Hesse, H. (1991). *The journey to the east* (Hilda Rosener, Trans.). New York: Farrar, Straus and Giroux.
Additional articles as indicated.

COURSE REQUIREMENTS AND GRADING

- Two quizzes. (20%)
- Group Research Project: Groups will study a facet of leadership on campus. Some groups will use scientific and statistical methods. Other groups will take a descriptive approach (using history, observation, and interviews). The groups will write a research proposal, conduct the research, and present their findings in class. Group presentations will be taped so that students will be able to assess their presentation skills. (30%)
- Two short papers, 3-5 pages. (20%)
- One critical paper, 10 pages. (20%)
- Class participation. (10%)
- Attendance is necessary in order to pass this course.

COURSE OUTLINE

Session 1: Introduction—Two-page essay on how you know that something is true.

Knowledge

Where does knowledge come from? Are there different types of knowledge? Is all knowledge certain? How does one's view of knowledge affect his/her leadership?

Session 2: Lecture and discussion on Plato and Aristotle's epistemology.

Session 3: Lecture and discussion on the rationalist/empiricist debate.

Supplemental Readings:
Plato. *The meno.*
Descartes, Rene. The sphere of the doubtful. In *Meditations on first philosophy.*
Hume, David. Skeptical doubts concerning the human understanding. In *An inquiry concerning human understanding.*
Kant, Immanuel. Introduction to *Critique of pure reason.*

Scientific Method

What is scientific method? How do we tell good theories from bad ones? What are facts? How is scientific method used in the behavioral and natural sciences? How is it used in leadership studies?

Session 4: Goldstein, M., & Goldstein, I. (1978). What is science? In *How we know.*
Goldstein & Goldstein. "Where do Hypotheses Come From?"
Video: "Science Revises the Heavens," part II.

Session 5: Student groups.

Session 6: Bordens, K. S., & Abbott, B. B. (1991). Explaining behaviors. In *Research design and methods.*

Session 7: Rost, J. (1991). The problem with leadership studies. In *Leadership for the twenty-first century.*

Paradigms of Knowledge

Does science (or any area of organized knowledge) progress rationally and systematically, or is science a cycle of normal science and then revolution? How do new ideas and theories gain followers? Do powerful individuals and groups determine what is legitimate research? How does one distinguish between science and pseudoscience? What can the history of science tell us about historical trends in the theory and practice of leadership?

Session 8: Kuhn, T. *The structure of scientific revolutions,* pp. 1-22.
First short paper due.

Session 9: Radner, D., & Radner, M. *Science and unreason,* pp. 1-25.
Video: "Chariots of the Gods."

Session 10: Kuhn, pp. 23-42.

Session 11: Radner & Radner, pp. 27-52.

Session 12: Kuhn, pp. 43-51.
Radner & Radner, pp. 59-71.

Session 13: Kuhn, pp. 111-136.
Video: "Science Revises the Heavens," part I.

Arguments, Fallacies and Misinformation

In this section students will learn to identify logical fallacies in arguments. They will then search for fallacies in a variety of places such as advertisements, newspaper articles, and political speeches. This segment also looks at how statistics are used and misused and how maps can be misleading.

Session 14: Kahane, H. *Logic and contemporary rhetoric*, pp. 1-24.
Group research proposals due.

Session 15: Kahane, pp. 27-49.

Session 16: Kahane, pp. 57-70.

Session 17: Kahane, pp. 71-83.

Session 18: Quiz.

Session 19: Kahane, pp. 99-115.

Session 20: Kahane, pp. 219-239.

Session 21: Kahane, pp. 204-214, 240-251.

Session 22: Discussion of presidential debate.
Second short paper due.

Session 23: Monmonier, M. (1991). Maps for political propaganda [and] Maps that advertise. In *How to lie with maps*.
Video: "Scientific Imagination in the Renaissance," 4:27-10:24.

Language and Meaning

This segment looks at how we use symbols and language. What do definitions tell us? Is it important to have a definition of leadership? It explores the nature of meaning and definition. How does language carry biases against race, gender, and ethnicity?

Session 24: Kahane, pp. 121-140.

Session 25: Rost, J. (1991). Leadership definitions. In *Leadership for the twenty-first century*.

Session 26: Will, G. "The Words that Remade America."

Explanation and Understanding

What is the difference between explanation and understanding? Is history objective? How do the insights that we get about leadership from the humanities differ from the insights that we get from science and the social sciences? Is our concept of legitimate knowledge dominated by a masculine perspective?

Session 27: Howard, R. J. Origins of the problem. In *Three faces of hermeneutics*.

Session 28: House, R. J., Spangler, W. D., & Woycke, J. "Personality and Charisma in the U.S. Presidency: A Psychological Theory of Leadership Effectiveness."
Group papers due.

Session 29: Kahane, pp. 269-275.
Bass, B. M., Avolio, B. J., & Goodheim, L. "Biography and the Assessment of Transformational Leadership at the World Class Level."

Session 30: Harding, S. After the science question in feminism. In *Whose science? Whose knowledge?*
Video: "Evelyn Fox Keller," 1:48-14:36.

Session 31: Quiz.

Interpretation and Knowledge

How do we interpret and criticize our culture? What makes one interpretation better than another? What are the merits and shortcomings of the interpretive approach? What can we learn from narratives and the analyses of texts?

Session 32: Nehamas, A. "Serious Watching."

Session 33: Williamson, J. (1986). Miss Peggy's guide to life; Royalty and representation; [and] Urban spaceman. In *Consuming passions*.

Session 34: Tompkins, J. Indians. In *Textualism, morality, and the problem of history*.

Session 35-38: Group presentations.

Session 39: Hesse, H. *Journey to the East* (first half).

Session 40: Hesse, second half; video.

Session 41: Conclusion; critical paper due.

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Ethics and Leadership

COURSE DESCRIPTION

In this course we learn about leadership by studying ethics. Ethics includes the examination of good and evil, right and wrong, and justice and injustice in individuals and human relationships. The course rests on the assumption that leadership is a subset of the study of ethics rather than ethics being a subset of leadership studies. The relationship of leaders to followers is unique in that leadership has a distinct set of moral problems, commitments, and responsibilities. A leader's ability to form a compelling vision and to motivate people to bring about change all depend on his/her ability to conceptualize and communicate why certain goals and ideals are morally good.

Students will examine ethical issues related to leadership through case studies of leaders from a variety of contexts, cultures, and periods of history. The course looks at how leaders convey values through symbolic actions, language, and as role models. Students have an opportunity to assess the public and private morality of leaders, the moral obligations of leaders and followers, and the ways in which leaders shape the moral environment of institutions and other formal and informal organizations.

The course expands students' moral point of view by beginning with consideration of individual ethics and then moving on to study group ethics and ethics in a global community. Since this is a seminar, students do most of the talking.

COURSE PURPOSE

In this course students learn to think about the moral responsibilities of leadership. Students study how moral values and assumptions shape the concept and practice of leadership. They also discuss the moral obligations of leaders and of followers, the role that values plays in constructing a policy or a vision, and the way in which leaders shape the moral environment. The course has the following objectives:

- To develop moral imagination and vision.
- To analyze the moral obligations of leadership in different contexts.
- To explore the relationship between public and private morality.
- To learn how leaders shape the moral environment.
- To broaden students' understanding of different moral perspectives.
- To develop students' ability to present and critique moral arguments.

JEPSON SCHOOL CURRICULAR THEMES

Besides teaching students about the moral responsibilities of leadership, this course integrates other goals of the Jepson School curriculum. It promotes critical thinking and encourages the development of moral imagination. It treats important issues related to equality, power, and justice. The ethics course examines leaders from all over the world and explores diverse cultural values.

COURSE REQUIREMENTS

Exam	20%
Case Study (7-10 pages)	20%
Two Short Papers (3-5 pages)	20%
Research Paper	20%
Class Participation	20%

COURSE TEXTS

Edel, Flower, & O'Connor. (1989). *Morality, philosophy, and practice.* New York: Random House.

McCollough, T. E. (1991). *The moral imagination and public life.* Chatham, NJ: Chatham House Publishers.

Cleary, T. (Trans.). (1989). *Zen lessons: The art of leadership.* Boston: Shambahala Publications, Inc.

Ethics and Leadership Course Pack

Reserve Readings

ADDITIONAL READINGS

Greenleaf, R. (1977). The servant as leader. In *Servant leadership.* New York: Paulist Press.

Geertz, C. (1983). Found in translation: On the social history of the moral imagination. In *Local knowledge.* New York: Basic Books.

MacIntyre, A. (1984). The virtues, the unity of a human life and the concept of a tradition. In *After virtue.* Notre Dame: University of Notre Dame Press.

Wolfe, A. (1984). The social construction of morality. In *Whose keeper.* Berkeley: University of California Press.

Elias, N. (1982). The development of the concept of civilité. In *The history of manners.* New York: Pantheon Books.

Elias, N. (1982). The courtization of warriors. In *Power & civility.* New York: Pantheon Books.

Gore, A. (1992). Dysfunctional civilization. In *Earth in the balance.* Boston: Houghton Mifflin.

Midgley, M. (1981). Trying out one's new sword. In *Heart and mind.* New York: St. Martin's Press.

Women. (1990). In *The Koran* (N. J. Dagwood, Trans.). London: Penguin Books.

Ordinance of the community. (1961). In J. A. Williams (Ed.), *The Koran in Islam.* New York: George Braziller, Inc.

Dolci, D. (1981). Prologue. In *Sicilian lives.* New York: Pantheon Books.

Dolci, D. (1981). A friend of Miraglia's. In *Sicilian lives.* New York: Pantheon Books.

Dolci, D. (1981). Don Genco. In *Sicilian lives.* New York: Pantheon Books.
Dolci, D. (1981). E.A. In *Sicilian lives.* New York: Pantheon Books.
Wilson, D. L. (1992, November). Thomas Jefferson & the character issue. *The Atlantic Monthly.*
Howe, N., & Strauss, W. (1992, December). The new generation gap. *The Atlantic Monthly.*
Ciulla, J. B. (1993). Casuistry and applied ethics (adapted from Casuistry and the case for business ethics). In T. Donaldson (Ed.), *Business ethics and the humanities.* Oxford University Press.
Ciulla, J. B. (1989). Business ethics as moral imagination. In E. Freeman (Ed.), *Business ethics: State of the art.* Oxford University Press.
Ciulla, J. B. (1991, Fall). Why is business talking about ethics? *The California Management Review.*
Ciulla, J. B. (1990). When E.F. Hutton speaks. In T. Donaldson & P. Werhane (Eds.), *Business ethics: A philosophical approach* (3rd ed.). Prentice Hall.
Ciulla, J. B. (1993). The oil rig. In T. Donaldson & P. Werhane (Eds.), *Business ethics: A philosophical approach* (4th ed.). Prentice Hall.
Marquis, K., & Ciulla, J. B. (1993). Diller's dilemma. Forthcoming *Kluwer.*
Marquis, K., & Ciulla, J. B. (1993). The conflict at Lomatex Chemical. Forthcoming *Kluwer.*
Marquis, K., & Ciulla, J. B. (1993). The quandary at Puredrug. Forthcoming *Kluwer.*
Nash, L. (1981). Death of a princess. *The president and fellows of Harvard University.*
Ciulla, J. B. Dialogue Cases 2, 3, 4, 6, 9, 11, 12. Kemper Corporation.

COURSE OUTLINE

Part 1: Ethics and the Self

Sessions 1 & 2: Introduction
What role does ethics play in leadership? What do leaders need to know about ethics?

Assignment: Write a two-page paper answering the question, "What do we mean when we say that someone is a good person?

Sessions 3 & 4: Leadership, Self-knowledge & Self-mastery
Why do leaders need to have self-knowledge? How do people balance the desire for pleasure and the desire to avoid pain with self-discipline and the sacrifice of the present for the future? Are all human actions self-interested? Is there such a thing as moral development or do differences in moral perspectives merely reflect differences in philosophies of life? How do differences in generational values affect leadership? What are the values of your generation?

Readings:
Zeno, Cicero, Seneca, Epictetus, Marcus Aurelius, and Epicurus, 73-83.
Gilligan, C. In a different voice, 608-609.
MacIntyre, A. The virtues, the unity of human life and the concept of a tradition.
Howe & Strauss. The new generation gap.
"Dialogue Cases" 2, 9, 4 & 12.
Video Cases: "Death of a Salesman," "The Graduate," and "Risky Business."

Sessions 5 & 6: The Nature of Ethics
What problems did the Sophists encounter in teaching ethics to future leaders? Is there an ethical tension between what one has to do to become a leader and what one will do as a leader? How do we learn about ethics? Have people always thought about ethics in the same way? Are ethical concepts such as justice absolute or are they relative to one's culture or situation? What is Plato's vision of an ethical leader?

Readings:
Ciulla, J. B. Casuistry and applied ethics.
Ciulla, J. B. Business ethics as moral imagination.
Plato. *The Republic*, 5-37.

Presentation: Students put Books I & II of Plato's *Republic* into their own words and act out the dialogue in class.

Sessions 7 & 8: Moral Reasoning and the Moral Assessment of Leaders
What are some basic forms of moral reasoning? How do different moral assumptions lead to different solutions to problems? What is the difference between a moral problem and a moral dilemma? How do we assess the morality of a leader? Does a leader have to be consistent in his public and private life in order to be ethical?

Readings:
Immanuel Kant, 334-346; John Stuart Mill, 417-432; Aristotle, 42-46; Jean Paul Sartre, 577-580.
"Dialogue Cases," 3 & 11.
Wilson, D. L. Thomas Jefferson & the character issue.

Video Case: "LBJ: The American Experience."

Part 2: Ethics and Society

Sessions 9 & 10: Leadership and the Social Construction of Morality
To what extent are norms of individual behavior set by various social groups? What is civility and how is it related to the social construction of everyday morality? How is

etiquette related to ethics? How do leaders shape the moral environment of a group, an organization, or a society?

Assignment: First short paper is due.

Readings:
Elias, N. The courtization of warriors.
Elias, N. The development of the concept of civilité.
Geertz, C. On the social history of moral imagination.
Wolfe, A. The social construction of morality.

Video Case: "Mother Teresa."

Session 11: Exam

Sessions 12 & 13: The Moral Accountability of Leaders and Groups

To what extent are leaders responsible for the actions of their followers? How do we assess moral accountability in a mob, a group, a bureaucracy, and a society? What are the moral obligations of followers? What is the nature of individual and group evil?

Readings:
McCollough, T. The public realm, 60-90, 101-109.
Ciulla, J. When E. F. Hutton speaks.
Nietzsche, F. Beyond good and evil, 466-469.

Video Case: Bill Moyers, "Facing Evil."

Sessions 14-15: The Moral Obligations of Leaders

What are the moral obligations of leaders to followers? What are the ethical strengths and pitfalls of servant leadership, transformational leadership, and transactional leadership? How does a leader think about the welfare and safety of his/her followers? What are the ethical problems with dictators and paternalistic leaders?

Assignment: Case studies due.

Readings:
Greenleaf, R. The servant as leader.
Dolci, D. Prologue; A friend of Miraglia's; Don Genco; [and] E.A.
Rousseau, J. J. The social contract, 278-282.
Marx, K. Manifesto of the Communist Party [and] The German ideology, 396-400, 411-412.

Presentation: Students present their cases and lead a discussion.

Sessions 16-17: Leadership, Justice, and Equality

What are the various ways in which we think about justice? How have people thought about equality? What are some of the ethical problems with inequities of power? What methods have leaders used to promote justice and equality for women and members of racial and ethnic groups?

Readings:
Rawls, J. A theory of justice, 609-613.
Othello: Essay on Negro slavery, 282-283.
Wollstonecraft, M. Vindication of the rights of women, 294-296.
Choosing who we are, 91-119, 51-60.
"Dialogue Case" 6.

Presentations: Students present case studies; student panel on race and justice in America is conducted.

Part 3: Ethics and the World

Sessions 18 & 19: Ethical Relativism

Is it ethical for a leader to interfere with the values and moral standards of people from and in other cultures? Are there standards of right and wrong that apply everywhere, regardless of religious and cultural beliefs? What are a leader's obligations to stakeholders who are not their followers? How do we make ethical judgments in and about foreign cultures?

Readings:
The U.N. articles of human rights, 594-596.
Midgley, M. Trying out one's new sword.
Ciulla, J. Why is business talking about ethics?
Ciulla, J. The oil rig.
Marquis/Ciulla. Diller's dilemma.
Marquis/Ciulla. The quandary at Puredrug.

Presentations: Student report—analysis of the ethical commitments of the United Nations—and student cases are presented.

Sessions 20 & 21: The Religious Influence on the Ethics of Leaders

How do religions shape the ethics and practice of leadership? What are the similarities and differences between the ethical principles of Zen leaders, Taoist leaders, and Jewish and Christian leaders? How does Confucianism affect the moral assumptions of leadership?

Assignment: Second short paper is due.

Reading: Cleary, T. (Trans.). Zen Lessons, 1-138.

Presentations: Student reports on Taoism and Confucianism and student cases are presented.

Video Case: "The Dalai Lama."

Sessions 22 & 23: The Ethics of Muslim Leadership
Are we obliged to accept a morally repugnant practice because it is part of an established religion or culture? What problems occur when ethical norms are derived from a fundamentalist reading of the Bible or the Koran? Why are Muslims involved in so many conflicts today?

Readings:
Nash, L. Death of a princess.
Women [and] Ordinance of the community, *The Koran.*
The sermon on the mount, 95.

Video Case: "The Five Pillars of Islam."

Guest Speakers:
Dr. Azizah Al-Hibri (Law School)
Dr. Moawiyah M. Ibrahim (International Studies)

Sessions 24 & 25: Leadership and the Environment
What are our ethical obligations to the environment? What moral commitments does a person have to make in order to be a leader in environmental issues? How does a leader balance his/her moral obligations to future generations with the interests of the present?

Readings:
Gore, A. Dysfunctional civilization.
Earth day, 24-28.

Video Cases: "The Killing of Chico Mendez," "Protecting the Global Environment: Voice of the Amazon."

Guest Speaker: Dr. Steve Nash (Journalism)

Sessions 26 & 27: Conclusion
Research papers are due. Students discuss their research.

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University of Richmond

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Leadership and Community and Volunteer Organizations

COURSE PURPOSE

Perhaps nothing distinguishes America from other nations more than the reliance on the nonprofit sector to address public problems. Ranging from large formal organizations such as United Way and the American Cancer Association to small informal groups such as neighborhood associations and support groups, Americans join together to provide services to those in need and to advocate for political and social changes. The nonprofit sector beckons many Americans in diverse roles and with varying degrees of commitment to combine their potential and responsibility for leadership. This area of study is central to the university's goals for the Jepson School to "challenge students by broadening their perspective on themselves and deepening their understanding of controversial contemporary issues and values conflicts [and] motivate students to seek positions of leadership as a vehicle for service."

The purpose of this course is to impart to students specific competencies and a general understanding of the nonprofit sector and the contextual variables in that sector that affect leadership. Students will understand the choices they have for participation and leadership in voluntary associations and community groups and the specific competencies they have to contribute.

COURSE OBJECTIVES

- To distinguish the contextual variables unique to community and voluntary organizations.
- To examine the range of organizations within the nonprofit sector and to differentiate them by structure, leadership, and mission.
- To explore with students the opportunity for careers within the nonprofit sector and for participation in the work of voluntary associations.
- To provide students the opportunity to work with a community organization or voluntary association on a management or leadership task.

COURSE REQUIREMENTS

You will have three short written assignments (600-1,200 words) and one longer one. The assignments will require that you use what you are learning and that you deal with matters we discuss in class. You will work in teams on all or some aspects of each assignment. Several assignments will require that you interview people on and off campus. In addition to submitting a written report, you will make oral reports of your assignments. I will provide more information on these assignments separately.

You will be required to participate extensively in this class. As instructor, I will arrange learning experiences and facilitate your participation in them. You will have to do tasks and reflect on them in small groups and with the class. Your classmates, as well as your instructor, will evaluate your participation. I will provide you instructions on peer evaluation separately. Because your participation is crucial to this class, I will expect you to come to each class session. Please inform me in advance of any absences you anticipate. Unexcused absences without legitimate reason will adversely affect your grade. Legitimate reasons may include, but are not limited to, illness or injury, club or team trips away from campus, or family emergencies.

In preparation for each class you will be required to prepare, on an index card, a report on the reading(s) for that class. Your report should answer the following three questions briefly: What did the author say? What did you learn? What is it that you did not understand or disagreed with? I will collect the index cards occasionally. A missing card will cost one point from your grade.

Your grade will come from the following assignments and exams. The weight of each assignment or exam is indicated.

Assignments (60%)	
Assignment 1	10%
Assignment 2	10%
Assignment 3	10%
Assignment 4*	25%
Oral Presentation	5%
Exams (25%)	
Midterm	10%
Final	15%
Participation (15%)	
Peer Evaluation	15%

*The instructor, along with the community supervisor, will assign a grade to the group members who may then decide how to allocate it among themselves.

COURSE TEXTS

Center for Community Change. *25 Years of community change* (provided).
Drucker, P. F. *Managing the non-profit organization.*
Flanagan, J. *The successful volunteer organization.*
Kahn, S. *Organizing: A guide for grassroots leaders* (available from instructor).
Kinko Packet of Readings.

Journals pertinent to our course include: *Journal of Voluntary Administration, Journal of Community Psychology, American Journal of Community Psychology, The Nonprofit Times,* and *Social Policy.*

COURSE OUTLINE

Session 1: Introduction
We will review the logistics of the course, answer questions, discuss learning goals and objectives, and examine briefly concepts of leadership and community.

Assignment #4:
Select one community or volunteer organization and arrange to conduct an administrative task with the staff or executive director. I have contacted several of them and will provide you with information about the organization and the tasks they would like accomplished.

Section 1
Overview of the Voluntary Sector in American Life

Session 2: History and Values
Readings: These readings are taken from Brian O'Connell, *American Voluntary Spirit,* which is a publication of Independent Sector and may be found in the Kinko reader.

Bremner, R. Doing good in the new world (pp. 35-44).
de Tocqueville, A. On the use of which the Americans make of public associations in civil life (pp. 53-58).
Addams, J. Charitable effort (pp. 73-81).

Assignment #1:
Select and examine a person or concept central to the tradition of voluntary organizations in the United States. These include Alexis de Toqueville on voluntary associations—consult Bellah et al.; Jane Addams and settlement houses; pragmatism, especially the work of John Dewey on democracy and education; Reinhold Niebuhr on social ethics—see especially *The Contribution of Religion to Social Work*; Mary McLeod Bethune, philanthropic foundations; David L. Sills, "Voluntary Associations: Sociological Aspects," in the *International Encyclopedia of Social Science* (on reserve); "Freedmen's Aid Societies"; Ralph

Nader; and redemptive organizations—see Richard A. Couto, "Redemptive Organizations" (on reserve). Your assignment is to write a brief essay on the content of your reading, on the place of your subject within the context of the American voluntary sector, and on comparisons and contrasts with other elements of the voluntary sector as discussed in class.

Session 3: Philanthropy and Public Purpose
Readings: Selections from O'Connell, *America's Voluntary Spirit*, which may be found in the Kinko reader.

Rosenwald, J. Principles of public giving (pp. 119-128).
Yarmolinsky, A. The foundation as an expression of a democratic society (pp. 345-354).
Business Roundtable. Corporate philanthropy (pp. 385-388).
Reich, R. The compassionate conservative (on reserve).

Session 4: Distinguishing the Nonprofit Sector
Readings: Selections from O'Connell, *America's Voluntary Spirit*, which may be found in the Kinko reader.

Commission. The third sector (pp. 299-314).
Eisenberg, P. The voluntary sector (pp. 315-330).
Smith, D. H. The impact of the voluntary sector on society (pp. 331-344).

Session 5: Small-group Work
Small-group discussion to organize work for the first and fourth assignments. Organize study groups on common topics of assignment #1 and divide up responsibilities for contacting and contracting with community organizations for assignment #4.

Session 6: Contextual Variables Among Community Organizations
Reading: Couto. Grassroots policies of empowerment.

Session 7: Contextual Variables Among Community Organizations
Readings:
Center for Community Change. *25 Years of community change.*
Management Assistance Group. Passages: Changing organizations and boards (pp. 334-335).

Session 8: Small-group Work on Assignments #1 and #3

Session 9: Reports on Assignment #1

Session 10: Reports on Assignment #4

Section 2
Community Organizing and Leadership

Session 11: Organizing Skills of Local Leadership
Reading: Kahn. *Organizing*, 1-54.

Assignment #2:
A publisher has invited Si Kahn to revise his book, *Organizing*, for a new edition. Kahn turns to you and asks you to prepare a memo outlining suggestions for a revision of his book along the lines of the ideas and material found in one of the following works or authors: Myles Horton, *The Long Haul;* Paulo Freire, *Pedagogy of Liberation*; COOL Organizers Manual; Anne Hope, *Training for Transformation*; Saul Alinsky, *Rules for Radicals*; Ed Hedemann, *War Resisters League Organizer's Manual*; The Women Organizers' Collective, *Feminist Organizing Principles*; Kim Bobo, Jackie Kendall, Steve Max, *Organize!*; Lee Staples, *The Road to Power: A Manual for Grassroots Organizing (ACORN)*; David Saperstein (Ed.), *Social Action Manual: A Practical Guide for Organizing and Programming Social Action in the Synagogue*; Kim Bobo, *Lives Matter: A Handbook for Christian Organizing.* Those who choose the work of either Horton or Freire may be interested in their joint work, *We Make the Road by Walking.*

Session 12: Creating Infrastructure
Reading: Kahn. *Organizing*, 55-108.

Session 13: Recruiting Members and Conducting Meetings
Reading: Kahn. *Organizing*, 109-154.

Session 14: Planning and Action Within a Community Organization
Reading: Kahn. *Organizing*, 155-204.

Session 15: Communication Patterns Within a Community Organization
Reading: Kahn. *Organizing*, 205-257.

Session 16: Resource Development at the Grassroots
Reading: Kahn. *Organizing*, 257-377.

Session 17: Group Work on Assignment #2

Session 18: Group Reports on Assignment #2

Session 19: Group Reports on Assignment #2

Session 20: Midterm Exam

Section 3
Leadership Within Community Organizations

Session 21: Backyard Revolutions
Reading: Boyte. *The backyard revolution*, xi-xvi, 1-43.

Assignment #3:
You may undertake one of two tasks for this assignment. You may research specific community organizations and compare and contrast the contextual variables that impact leadership within them with Boyte's analysis of backyard revolutions and the other readings we have. Among the books you may choose are: Gregory Pierce, *Activism That Makes Sense: Congregations and Community Organizing*; Gary Delgado, *Organizing in the Movement: The Roots and Growth of ACORN*; Tony Velella, *New Voices: Student Activism in the 80's and 90's*; Kentuckians for the Commonwealth, *Making History: The First 10 Years of KFTC*; and Philip Berryman, *Liberation Theology*.

Or you may interview staff members of one of the organizations listed in the appendix of Boyte's book or some comparable group, preferably one in your home state. Your interview should elicit information on the history of the organization since the publication of *Backyard Revolution*, 1980. You will be expected to analyze this data within the framework of organizational change and contextual variables that impact leadership in the community and voluntary organizations that the Management Assistance Project offers and the lessons of community development that the Center for Community Change provides.

Session 22: Small-group Work

Session 23: Distinguishing Backyard Revolutions
Reading: Perlman. Grassrooting the system.

Session 24: Leadership in Backyard Revolutions
Readings:
Krauss. The elusive process of citizen activism.
Couto. Defining a citizen leader.

Session 25: Contextual Variables of Backyard Revolutions
Readings:
Staples. Bottom-up the system.
Perlmulter. The 'color line' imperative.
Thomson. Winning the big ones.
Miller. Consumption of production.
McKnight & Kretzmann. Community organizing in the 80s.
Center for Community Development, *25 Years of community change*, 67-69.

Session 26: Comparing Backyard Revolutions
Small-group reports on Assignment #3

Readings:
Review Couto, Grassroot policies of empowerment [and] Center for Community Development, *25 Years of community change*.

Session 27: Assessing Backyard Revolutions
Small-group reports on Assignment #3

Section 4
Leadership of Nonprofit Organizations

Our library has several books on aspects of nonprofit management that offer useful additional information to the texts we are using. For example, see Brian O'Connell, *Effective Leadership in Voluntary Organizations, The Board Member's Book*, and *Volunteers in Action;* Andre L. Delbecq, *Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes* and *Organizational Decisionmaking.*

Session 28: Overview and Context
Readings:
Flanagan. *The successful volunteer organization*, v-xxii.
Drucker. *Managing the nonprofit organization*, xi-xix.

Session 29: Gathering the Human Resources
Reading: Flanagan, 1-50.

Session 30: Legal Matters Within Volunteer Organizations
Reading: Flanagan, 50-101.

Session 31: Working With Members and Boards
Readings: Flanagan, 105-128; Management Assistance Group, 336-341; Drucker, 145-193.

Session 32: Working With Board Members
Reading: Flanagan, 197-224, 225-242, 279-309.

Session 33: Working With Staff
Readings: Flanagan, 243-267; Management Assistance Group, 342-343.

Session 34: Making Plans in the Nonprofit Sector
Readings: Flanagan, 129-144; Drucker, 3-49; Management Assistance Project, 346-349.

Session 35: Resources as a Contextual Variable of the Nonprofit Sector
Readings: Flanagan, 145-196; Drucker, 53-103; Management Assistance Project, 344-345.

Session 36: Staying the Course: The Problem of Continuity
Readings: Flanagan, 268-275; Drucker, 107-142; Management Assistance Group, 334-335.

Session 37: Development and Renewal
Reading: Drucker, 189-224

Sessions 38-41: Small-group Reports

Session 42: Final Exam

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Leadership in Formal Organizations

COURSE INTRODUCTION

Most of you will spend all or a large portion of your work life in the context of a formal organization (e.g., corporation, government agency, nonprofit organization, or educational institution). At first, this may conjure up images of highly structured bureaucracies where creativity, significant personal and professional contributions, rewarding collegial alliances, and friendships are unattainable and unrealistic goals. Although large-scale bureaucracies are a reality, there is a revolution occurring in today's organizations that is beginning to shift them away from impersonal hierarchial structures toward more open networks of people collaborating to achieve mutual goals. This revolution or transition is by no means complete, nor will it apply to all formal organizations. However, the trend is heightening and is penetrating a broad spectrum of organizations. One of the most remarkable shifts is the movement toward new and inspirational forms of leadership in organizations that focus on people, vision, and purpose. Recent book titles such as *Visionary Leadership, The Transformational Leader*, and *Values Leadership* illustrate this trend.

You have embarked upon the leadership journey at a most opportune time because now, more than ever, you will be able to participate in this revolution and affect the direction, purpose, and quality of life in formal organizations.

The first liberating step in this process is to recognize that a formal organization is a collection of people united to achieve a common purpose or set of goals. That means that no matter how established or structured an organization has become, people initiated and perpetuated the organization and people can change it. The key is leadership that inspires mutual willingness among the organization's participants to engage in renewal of purpose and vision-oriented direction.

COURSE PURPOSE AND OBJECTIVES

The purpose of this course is to understand and analyze the role and functions of leadership in the context of formal organizations.

In order to achieve this purpose this course has the following objectives:

- To examine the impact of the organizational context on leadership.
- To analyze how effective leadership can impact the organization and shape the development of its vision, mission, goals, climate, and culture.
- To understand the leader-follower relationship in formal organizations.
- To distinguish between leadership and management and to understand areas of shared responsibility.
- To experience practical aspects of the leadership role in formal organizations through participation in an organization-building simulation.

COURSE ASSIGNMENTS AND EVALUATION

Required Readings
Each class member is responsible for reading the assigned chapters in the required course textbook (Daft) and for reading the executive summaries provided by class members for each class session.

The readings are divided into two parts with subtopics under each: Part A, Fundamental Issues; Part B, Components of Effective Leadership in Organizations.

Project Team and Written Assignments—
Part A: Fundamental Issues
The class will be divided into approximately five project teams. These teams will work together on assignments under Parts A and B of the course.

Executive summaries and team analysis of course readings under Fundamental Issues section (15%)

Summary and Peer Evaluation	10%
Project Team Analysis and Overview of readings in Part A	5%

Fundamental Issues Paper (15%)

The focus of this five-page paper will be an analysis and synthesis of the relationship among the fundamental issues.

Project Team Assignments—Part B: Components of Effective Leadership in Organizations

Organization-building Simulation (40%)

Executive Summary and Peer Evaluation	10%
Briefing Session and Cross-team Collaboration	5%
Final Written Report	20%
Final Oral Report and Peer Evaluation	5%

Using the topic areas and readings in the course, the class (working in and across project teams) develops a formal organization which formulates and describes its own leadership, vision, environmental assessment, mission, goals, climate/culture, and coleadership roles and responsibilities. There are interim reports/briefing sessions from various project teams during the semester. The final product is presented in a written and oral report. Each project team member receives peer evaluations.

Examinations (30%)

Midterm	15%
Final	15%

The midterm and final are essay examinations and are based on the course readings and class discussions.

PROJECT TEAM ASSIGNMENTS

Vision and Change—Group 1

The responsibilities of this group are to work with the planning team (i.e., the class) to develop the following:

- The organization's identity and name—i.e., what kind of organization do you want and how will it benefit society and the members of the organization?
- A vision for the organization and a written vision statement. This group needs to work with the Environment group to understand the elements in the external environment that support or impact the organization's vision.
- A description of: a) the style of leadership that is most appropriate for the organization, e.g., transactional, transformational, contingency/adaptive (review readings for Sessions 7-9); b) why other styles of leadership are inappropriate or less effective than the one selected; and c) the role and responsibilities of the leadership.
- An approach to and/or recommendations for: a) communicating the vision to coleaders (managers and employees) and stakeholders; b) inculcating the vision (i.e., inspiring coleaders to adopt and support the vision); and c) exemplifying the vision (i.e., how should the leadership and coleadership personify the vision?).

Environment—Group 2

Responsibilities:

- Identify and describe the nature of the organization's external environment.
- Conduct an environmental scan, including gathering and assessing information and data concerning relevant demographic changes, sociocultural changes, political and legal changes, technological developments, and macroeconomic changes, any of which can impact the vision, mission, and goals of the organization.
- Work with Group 1 (Vision and Change) and Group 3 (Mission and Goals) to provide information obtained from the environmental scan for use in the development of their projects. In the final written report describe how the information derived from the scan can or should be used by Groups 1 and 3; that is, how can/should this information be used to develop the vision and how can/should it be used to determine and select the kinds of coleaders (managers and employees) who are available to the organization and the kinds of capabilities these people should have.
- Describe the stakeholders of the organization and how the variables identified in the scan can or should impact them.
- Based on your knowledge of the environment and your interaction with the Vision and Mission and Goals project teams, determine the financial resources the organization will need to operate; and determine how and from what source the organization should obtain these resources.

Mission and Goals—Group 3

Responsibilities:

- Develop the mission and goals for the organization based on the organization's vision (Group 1) and information obtained from the environmental scan (Group 2). In the text of the final report, describe how the mission stems from the vision and how the goals stem from the mission.
- Based on the vision, information from the environmental scan, and the mission and goals for the organization, describe the organization's human resource needs for coleaders (managers and employees). This includes a description of the coleaders': a) titles or organizational designations; b) roles and responsibilities; and c) required knowledge, skills, and interpersonal capabilities. Remember that these factors should be described for managers and employees.
- Describe the type of leader-follower relationship that is needed in order to meet the goals of the organization. (Review readings under Sessions 7-12, and use your knowledge of the type of leadership that will be responsible for the organization.)

Structure—Group 4

Responsibilities:

- Select, design, and describe the most appropriate structure for this organization. Describe how this structure facilitates and enhances a) the leadership of the organization,

b) the movement toward the vision, and c) the achievement of the mission and goals of the organization. (Coordinate with Groups 1 and 3.)

- Explain how work will be organized and achieved using this structure, including a description of work/departmental groupings; reporting relations; and communication flow, information sharing, and intragroup/departmental linkages. Describe the roles and responsibilities of the coleaders (managers and employees) in making this structure work effectively. (Review readings under Sessions 10-15 in addition to those on structure.)
- Briefly discuss why other types of structures are inappropriate or less effective for this organization.

Climate and Change—Group 5

Responsibilities:

- Work with the planning team (i.e., the class) to develop the climate-and-culture compact for the organization, including a description of: a) the internal climate and environment, b) the organizational values, c) the rites and rituals of the organization, and d) the organizational symbols (this can include slogans and logos or designs). In the text of the compact, describe how these factors (a-d) support and stem from the leadership style, vision, mission, goals, and structure of the organization.
- Delineate the roles and responsibilities of the leadership and coleaders (managers and employees) in the implementation and preservation of the compact.
- In the written report, discuss how the climate-and-culture compact supports and enhances the leader-follower relationship within the organization.
- Tell the organization's stories. If stories or heroes develop during the evolution of this organization that would inspire coleaders and help shape the organizational culture, tell them in the final report.

Group/Project Team Plan and Timeline

Each group will establish a plan of action with timelines/dates and identification of the responsible team member(s) for the following: a) group/team meetings, b) meetings with other groups/teams, c) completion of assigned readings, d) completion of data collection (e.g., environmental scan or research), and e) draft/interim reports.

Written and Oral Reports for All Groups

The final written report should contain a description of all of the factors included in the group's assignment above and should thoroughly integrate information from the readings to support the decisions and recommendations reached. This includes using the readings to explain why certain approaches/options were used and why others were not used. The citations and bibliography should use APA format.

The final oral and written reports should provide an overview of the outcomes of each group's assignment and should be coordinated by the planning team (i.e., the class) to present the newly formed organization as a whole entity.

REQUIRED READINGS

Course Text:

Daft, R. L. (1992). *Organization theory and design.* St. Paul: West Publishing Company.

Reserved Readings:

Bass, B. (1985). *Leadership and performance beyond expectations.* New York: The Free Press.

Bennis, W., & Nanus, B. (1985). Organizations and their environments. In *Leaders: Strategies for taking charge* (pp. 155-167). New York: Harper and Row.

Burns, J. M. (1978). *Leadership.* New York: Harper and Row.

Conger, J. A. (1992). *Learning to lead: The art of transforming managers into leaders.* San Francisco: Jossey-Bass Publishers.

Deal, T. E., & Kennedy, A. A. (1982). *Corporate cultures.* Reading: Addison-Wesley.

Dess, G. G., & Miller, A. (1993). *Strategic management.* New York: McGraw-Hill, Inc.

Fairholm, G. W. (1991). *Values leadership.* New York: Praeger Publishers.

Fisher, K. *Leading self-directed work teams.* New York: McGraw-Hill.

Gardner, J. W. (1990). *On leadership.* New York: Free Press.

Hage, J. (Ed.). (1988). *Futures of organizations.* Lexington: Lexington Books.

Harris, P. R., & Moran, R. T. (1991). *Managing cultural differences.*

Hitt, W. D. (1988). *The leader-manager: Guidelines for action.* Columbus: Battelle Press.

Hudson Institute and Towers Perrin. (1990). *Workforce 2000: Competing in a seller's market: Is corporate America prepared?* Indianapolis: Hudson Institute.

Jick, T. (1991). Implementing change. In *Harvard Business School Note #9-491- '44.*

Johnston, W. B., & Packer, A. H. (1987). *Workforce 2000: Work and workers for the 21st century.* Indianapolis: Hudson Institute.

Kouzes, J., & Posner, B. (1987). *The leadership challenge: How to get extraordinary things done in organizations.* San Francisco: Jossey-Bass Publishers.

Manz, C. C., & Sims, H. P., Jr. (1989). *Super-leadership: Leading others to lead themselves.* New York: Berkley Books.

Mintzberg, H. (1979). *The structuring of organizations.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Morgan, G. (1989). Transformational leadership. In *Creative organization theory* (pp. 163-165). Newbury Park: Sage Publications.

Morrison, J. L., Renfro, W. L., & Bloucher, W. I. (1984). *Futures research and the strategic planning process: Implications for higher education* (ASHE-ERIC Higher Education Research Report No. 9). Washington, DC: Association for the Study of Higher Education.

Nadler, D. A., & Tushman, M. L. (1988). *Strategic organization design: Concepts, tools & processes.*

Naisbitt, J., & Aburdene, P. (1985). *Re-inventing the corporation.* New York: Warner Books.

Nanus, B. (1992). *Visionary leadership.* San Francisco: Jossey-Bass Publishers.

Osborne, D., & Gaebler, T. (1992). *Reinventing government: How the entrepreneurial spirit is transforming the public sector.*

Pasmore, W. (1988). *Designing effective organizations: The sociotechnical systems perspective.* New York: John Wiley & Sons.

Pearce, J. A. II, & Robinson, R. B., Jr. (1989). *Management.* New York: McGraw-Hill.

Prince, H. T., et al. (1988). *Leadership in organizations.* Garden City Park: Avery Publishing Group.

Rosenbach, W. E., & Taylor, R. L. (Eds.). *Contemporary issues in leadership.* Boulder, CO: Westview Press.

Rost, J. C. (1991). *Leadership for the twenty-first century.* New York: Praeger Publishers.

Schein, E. H. (1985). *Organizational culture and leadership.* San Francisco: Jossey-Bass Publishers.

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Doubleday.

Tichy, N., & Devanna, M. A. (1990). *The transformational leader.* New York: John Wiley & Sons.

Hereafter each book is referred to solely by author(s).

COURSE OUTLINE

Part A: Fundamental Issues

Sessions 1-3
What is the organizational context?

Readings:
Daft. Organizations and organization theory (pp. 2-34).
Nanus. Twenty-first century organizations (pp. 173-181).

Sessions 4-6
How does the organizational context impact leadership?

Readings:
Prince. Organizational leadership: Quo vadis (pp. 6-12) and A model of organizational leadership (pp. 13-25).
Gardner. Bureaucracy (p. 41), Large-scale industrial organizations (pp. 44-46), and Large-scale organized systems (pp. 81-92).
Daft. Power and politics (pp. 385-426).
Burns. Bureaucracy versus leadership (pp. 295-302).

Sessions 7-9
How can leadership impact the formal organizations?

Readings:
Hickman. Leadership role in formal organizations (diagram—to be distributed in class).
Kouzes & Posner. When leaders are at their best: Five practices and ten commitments (pp. 1-14).
Morgan. Transformational leadership (pp. 163-165).
Tichy & Devanna. The themes, the protagonists, the transformational drama (pp. 3-33).
Bass. Transactional and transformational leadership defined (pp. 11-13), Transformational leaders in complex organizations (pp. 27-28), Charisma (pp. 35-61), Inspirational leadership (pp. 62-77).
Daft. Organizational leadership, decline, turnaround, and design configurations (pp. 462-492).

Sessions 10-12
What is the nature of leader-follower relationships (i.e., the "people" component of leadership) in formal organizations?

Readings:

Leadership and Coleaders: Managers and Employees
Kouzes & Posner. What followers expect of their leaders: Knowing the other half of the story (pp. 15-27), Foster collaboration: Getting people to work together (pp. 133-160), and Strengthen others: Sharing power and information (pp. 161-185).
Nanus. The leader as coach for the vision (pp. 149-156).
Bass. Individualized consideration (pp. 81-97).
Manz & Sims. Superleadership: Leading others to lead themselves (pp. 52-79).
Rosenbach & Taylor. In praise of followers (pp. 124-134).
Fisher. Leading self-directed work teams (chapter to be assigned).
Bennis & Nanus. Taking charge: Leadership and empowerment (pp. 215-219).
Hitt. Empowering (pp. 147-173).
Stakeholders: Clients, Customers, Investors, the Public
Osborne & Gaebler. Community-owned government: Empowering rather than serving (pp. 49-75), Customer-driven government: Meeting the needs of the customer not the bureaucracy (pp. 166-194).
Dess & Miller. Strategic management at the functional level: Managing for customer value (pp. 140-163), and Strategic management at the corporate level: Diversification for stockholder value (pp. 164-199).

Sessions 13-15
How does the leadership role differ from management: Do they overlap?

Readings:
Hickman. Management role in formal organizations, [and] Relationship between the leadership and management roles in formal organizations (diagrams—to be distributed in class).
Pearce & Robinson. Management and the manager (pp. 2-26).
Dess & Miller. What is strategic management? (pp. 9-15).
Rost. Leadership and management (pp. 127-152).
Gardner. Leaders and managers (pp. 3-4).
Rosenbach & Taylor. Manager and leader orientations—Both have value (pp. 42-44), and Thinking and learning about leadership (pp. 49-50).
Hitt. The essence of leadership.

Part B: Components of Effective Leadership in Organizations

Sessions 16-18: Leadership and Vision

Readings:

Developing the Vision
Nanus. Vision: The key to leadership (pp. 3-22), and Where tomorrow begins: Finding the right vision (pp. 23-30).
Kouzes & Posner. Envision the future: Imagining ideal scenarios (pp. 81-105).
Tichy & Devanna. Creating a motivating vision (pp. 121-147).

Communicating and Inculcating the Vision
Nanus. The leader as spokesperson for the vision (pp. 134-138).
Kouzes & Posner. Enlist others: Attracting people to common purpose (pp. 106-129).
Tichy & Devanna. Mobilizing commitment (pp. 149-182).

Exemplifying the Vision
Nanus. Personifying the vision (pp. 138-141).
Kouzes & Posner. Set the example: Leading by doing (pp. 189-216).

Sessions 19-21: Environment

Readings:
Daft. The external environment (pp. 69-110).
Dess & Miller. The external environment: Identifying opportunities and threats (pp. 36-71).
Morgan. The emergence of turbulent environments (pp. 74-75), Organization and environment: Adaptation or selection (pp. 87-90), and Do organizations "enact" their environments? (pp. 91-96).
Pasmore. The environment (pp. 7-23).
Nanus. Considering the possibilities: The vision context (pp. 78-92).
Bennis & Nanus. Organizations and their environments (pp. 155-167).
Morrison et al. Strategic planning (pp. 8-13), and The stages of the strategic planning process (pp. 15-30).
Bass. The organizational environment (pp. 153-168).

Sessions 22-24: Midterm

Sessions 25-27:

Readings:

Mission
Dess & Miller. Mission (pp. 25-30).
Nanus. What business are we really in? (pp. 45-60).
Osborne & Gaebler. Mission-driven government: Transforming rule-driven organizations (pp. 108-138).

Readings:

Goals
Dess & Miller. Intended strategies (pp. 5-9).
Daft. Top management, direction, goals, and effectiveness (pp. 36-68).
Morrison et al. Goal setting (pp. 77-85).

Sessions 28-30: Structure

Morgan. From bureaucracies to networks: The emergence of new organizational forms (pp. 64-67).
Daft. Designing organization structure (pp. 177-216), and Contemporary designs for global competition (pp. 217-245).
Prince. Leadership in complex organizations (pp. 345-365).
Pasmore. Introduction (pp. 1-6), and Objectives of sociotechnical systems design (pp. 87-108).
Mintzberg. The adhocracy (pp. 431-467).

Sessions 31-33: Climate, Culture, and Change

Readings:

Organizational Climate and Culture
Daft. Organizational culture and ethical values (pp. 315-342).
Deal & Kennedy. Strong cultures: The new "old rule" for business success (pp. 3-19).
Hage. Managing climates and cultures: A futures perspective (pp. 181-200).

Readings:

Organizational Culture, Gender, and Multiculturalism
Daft. Organizational culture and ethical values (pp. 315-321).

Harris & Moran. Managers as influencers of organizational culture (pp. 132-167), Doing business with North Americans—USA/Canada (pp. 335-370), and Managers as facilitators of strategic collaboration (pp. 77-109).

Johnson & Packer. Work and workers in the year 2000 (pp. 75-104), Reconciling the needs of women, work and families (pp. 112-113), and Integrating Blacks and Hispanics fully into the workforce (p. 114).

Hudson Institute and Towers Perrin. Managing diversity (pp. 12-13), and Of mommy tracks and glass ceilings (pp. 13-14).

Sessions 34-36: Organizational Culture and Change

Readings:

Senge. The fifth discipline: The art and practice of the learning organization (chapter to be assigned).

Bennis & Nanus. Strategy IV: The deployment of self (pp. 187-214).

Daft. Innovation and change (pp. 248-282).

Schein. Leadership as managed culture change (pp. 311-327).

Prince. The leader and organizational adaptation (pp. 369-392).

Jick. Implementing change (pp. 1-12).

Kouzes & Posner. Search for opportunities: Confronting and changing the status quo (pp. 31-53).

Nanus. The leader as change agent for the vision (pp. 141-149).

Hitt. The leader as change agent (pp. 17-38).

Sessions 37-45: The New Organization: Putting it Together

Final Exam

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University of Richmond

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Foundations of Leadership Studies

COURSE DESCRIPTION

This course is designed to expose students to the areas of knowledge and competence that are fundamental to the study and practice of leadership in a variety of settings. The content of the course draws from several academic disciplines which inform the study of leadership. Students come to grips with the conceptual aspects of leadership, as well as the skills needed to actually practice effective leadership. For example, students become acquainted with the interpersonal and technical skills that are needed for effective communication, conflict resolution, change management, decision making, group development, motivation, and policy making/implementation. The course emphasizes the relationship between leadership theory and leadership practice, and the moral responsibilities of leadership.

Employing a variety of teaching techniques, the course requires a high level of student participation in classroom activities and group projects. Students are challenged to think critically and imaginatively about the course material. It is important to note that this course is a shared intellectual enterprise engaging instructor and students equally and it employs a number of different instructional strategies and classroom experiences, many of which are designed to promote active, hands-on learning. This course (like other Jepson School courses) moves far from traditional classroom learning and attempts to weave practical leadership experiences, actual leadership problems and scenarios, interaction with real-life leaders, and regular self-assessment together with the content it presents. Thus, the course seeks to integrate active, experiential, problem-based learning and the study of leadership theories and concepts.

In short, this is not a course for the passive or for those who want the teacher to provide all the answers. It seeks to engage students actively in the class, to challenge students to challenge themselves, their peers, and their instructor.

This course is not intended to be comprehensive in nature. To attempt to cover all the major perspectives and issues in the field would be futile. Furthermore, there is as yet little consensus among scholars and practitioners about the parameters that might delimit and define the field. The intent of the course is, instead, to engage students in what we believe is an essential set of leadership perspectives and issues that are integral to the Jepson School curriculum, to develop foundations for further study in the curriculum, and to better prepare students for future leadership responsibilities.

The ultimate objective of this course, then, is to introduce students to the exciting possibilities of leadership studies and to fire each student's desire and ability to go on to make a positive impact in the world. This course should serve as a cornerstone for the development of individuals who will be ready and willing to accept the responsibilities of leadership in service to society.

COURSE OBJECTIVES

The essential, overarching learning objectives of this course are the following:

- To evaluate critically contemporary and historical leadership concepts and theories.
- To apply critical/creative thinking skills to the study and practice of leadership.
- To describe the effects of contextual variables on the practice of leadership in a variety of settings.
- To describe the fundamental concepts that enable one to understand and lead individuals and groups.
- To describe the moral responsibilities of leaders.
- To describe the fundamental concepts of leadership competencies such as making decisions, managing change, motivating people, making and implementing policy to solve problems, communicating, and resolving conflicts.
- To communicate effectively, orally and in writing, what has been learned about leadership.

COURSE REQUIREMENTS

Reading Assignments

There is quite a lot of reading in this course. Since the course proceeds with as much discussion and other proactive classroom activities as possible, and with as little lecturing as I can get away with, it is imperative that students complete the assigned readings prior to each class.

Writing Assignments/Oral Presentation

Students are asked to complete three writing assignments for this class. The first and second papers are five pages in length, on a topic to be assigned later. The third paper is the jointly written product of a group project. Group members are also expected to develop an oral presentation summarizing their results.

Examinations

There are two examinations in this course: a midterm and final. There are no deviations from the established examination schedule. The fact that the substance and approach of this class are so novel—and hopefully, so enjoyable—should not disguise the fact that this course is intended to be a rigorous academic experience. Students are expected to master substantive scholarship on leadership, as well as to hone their skills of critical thinking and oral and written expression. The examinations are designed to test one's understanding of the concepts and issues addressed in this course and to illustrate that understanding through reference to the assigned readings and class activities.

Class Participation/Attendance

The heart and soul of this course is the active participation of all members of the class. Students are expected to attend all class meetings and to enlighten us with active participation. Unless one has a legitimate reason for being absent, the class-participation grade is adversely affected.

COURSE TEXTS

Gardner, J. W. (1990). *On leadership*. New York: The Free Press.

Foundations of leadership: Course readings. (1993). Richmond: The Jepson School.

In addition to these texts, on occasion there are other readings placed on reserve.

GRADING

Although this course is one of several Leadership 201 sections which cover roughly the same material and which have common exams, all grading and evaluation of students' work will be done by me, based upon the readings and class discussions unique to this section.

Final grades will be determined as follows:

Class participation (to include attendance and the quantity and quality of your in-class work)	20%
First paper assignment	15%
Second paper assignment	15%
Mid-term examination	15%
Group writing assignment	10%
Group oral presentation	5%
Final examination	20%

COURSE OUTLINE

Session **Topic/Readings**

1 Introduction

Module 1: Leadership History and Theory

We focus on some of the conceptual foundations of leadership—what it is in broad brush strokes, how it has been conceived in history, and the major theories it has spawned in the 20th century. Consideration is given to how the phenomenon of leadership has evolved over time, how definitions have proliferated without much agreement, whether a grand theory is possible, and whether (and how) leadership can be learned.

2 The Nature of Leadership—Thinking and Learning About the Phenomenon

Readings:

Gardner, J. (1990). Introduction; The nature of leadership; Leadership development: The early years. In *On leadership* (pp. xi-xv, 1-10, 157-170). New York: Free Press. (Hereafter referred to simply as Gardner.)

Cronin, T. E. (1989). Thinking and learning about leadership. *Presidential Studies Quarterly. 14*, 22-24, 33-34.

3 Leadership—Major Perspectives From History

Readings:

Aristotle. (1958). Book VII, Chapter xiv. In E. Barker (Trans.), *The politics of Aristotle* (pp. 314-320). London: Oxford University Press.

Machiavelli, N. (1986). The prince. In B. Kellerman (Ed.), *Political leadership* (pp. 376-387). Pittsburgh: University of Pittsburgh Press.

Freud, S. (1986). The great man. In B. Kellerman (Ed.), *Political leadership* (pp. 113-116). Pittsburgh: University of Pittsburgh Press.

Weber, M. (1986). Types of authority. In B. Kellerman (Ed.), *Political leadership* (pp. 232-243). Pittsburgh: University of Pittsburgh Press.

Tolstoy, L. (1966). Book IX, part 1. In G. Gibian (Ed.), *War and peace* (pp. 667-671). New York: W. W. Norton & Co.

4 Leadership—Modern Theoretical Perspectives

Readings:

Weber, M. Charismatic authority.

Rost, J. An overview of leadership studies. In *Leadership for the twenty-first century* (pp. 17-19, 22-25, 29-30).

Situational leadership (from PL 300 course guide).

Burns, J. M. (1978). Transactional and transforming leadership. In *Leadership* (pp. 19-20). New York: Harper and Row.

5 Aspects of Leadership: Focus on the Leader

Readings:

Gardner. Attributes, pp. 48-54; Tasks of leadership, pp. 11-22; Power, pp. 55-66.

Rosner, J. (1990). Ways women lead. *Harvard Business Review*, pp. 119-125.

Schein, V. E. Would women lead differently? In *Contemporary issues in leadership* (pp. 154-159).

6 Aspects of Leadership: Leader/Follower Relations

Readings:

Gardner. The heart of the matter—leader-constituent interaction, pp. 23-37; Sharing leadership tasks, pp. 138-156.

Kelley, R. (1988). In praise of followers. *Harvard Business Review*, pp. 142-148.

Bass, B. M. Importance of the subordinate's race. In *Bass and Stogdill's handbook of leadership* (pp. 746-750).

7 Aspects of Leadership: Relational issues—Race, Gender, Multiculturalism

Readings:

Miller, J. B. (1976). Domination/subordination. In *Towards a new psychology of women* (pp. 3-12).

Moser, M. Case study: Freida May Jones. In Donaldson & Werhane (Eds.), *Ethical issues in business* (pp. 328-332).

Bass, B. M. Leadership in different countries and cultures. *Bass and Stogdill* (pp. 760-766, 784-786.

Module 2: Critical/Creative Thinking and Leadership

In this module we consider the nature of critical thinking and creative thinking, the relationship between those two kinds of thinking, how those kinds of thinking are integral to leadership studies and leadership practice, and the importance of multiple ways of understanding and practicing leadership. You will have the opportunity to learn about critical and creative thinking and to put them into practice.

8 What Are Critical and Creative Thinking?

Readings:

Nelson, C. E. (1991, August). Definition of critical thinking. From remarks delivered at the University of Richmond Faculty Colloquium.

Hawkins, K. (1992, May). Why ask why?: Developing critical thinking skills in tomorrow's leaders. *Campus Activities Programming*, 38-42.

Brookfield, S. D. (1987). What it means to think critically, [and] Techniques for developing alternative ways of thinking. In *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting* (pp. 3-14, 111-132). San Francisco: Jossey-Bass.

9 Critical and Creative Thinking in Leadership and Leadership Studies

Readings:

Bolman, L. G., & Deal, T. E. (1985). Introduction: Common views of organizations. In *Modern approaches to understanding and managing organizations* (pp. 1-7). San Francisco: Jossey-Bass.

Rogers, J. L. (1992). Leadership development for the 90s: Incorporating emergent paradigm perspectives. *NASPA Journal*, 243-251.

Spitzberg, I. J., Jr. (1987, March/April). Paths of inquiry into leadership. *Liberal Education*, 24-28.

Module 3: Leadership Contexts

Context has become an increasingly important factor in leadership studies and practice. In this module we focus on four broad and important contexts: formal organizations, political systems, social movements, and community organizations.

10 Leadership Contexts: Formal Organizations

Readings:

Gardner. Context, pp. 38-47; Large-scale organized systems, pp. 81-92.

11 Leadership Contexts: Formal organizations—Applications

Readings:

Deal, T. E., & Kennedy, A. (1982). Strong cultures: The new 'old rule' for business success. In *Corporate Cultures*, pp. 3-19.

Kotter, J. P. (1979). Fred Henderson. *Harvard Business School Case #480-043.*

Kotter, J. P. (1980). Renn Zaphiropoulos. *Harvard Business School Case #480-044.*

12 Leadership Contexts: Political Systems, Social Movements, Community Organizations

Readings:

Gardner. Fragmentation and the common good, pp. 93-100; Community, pp. 112-120.

Couto, R. Defining a citizen leader.

Kahn, S. Organizations. In *Organizing: A guide for grassroots leaders* (pp. 50-69).

13 Midterm Examination

Module 4: Leading Individuals

This module focuses on understanding individuals and using that understanding to lead them. It treats several theoretical perspectives on the phases and stages of adult development, as well as differences between individuals and the various factors that seem to motivate individuals.

14 Understanding and Leading Individuals—Theories of Development

Readings:

Levine, S. L. (1989). Phases of adult development, [and] Stages of adult development. In *Promoting adult growth in schools* (pp. 57-58, 59-60, 65-70, 76-80, 83, 86-91, 94-99, 101-107, 113-114). Boston: Allyn and Bacon.

15 Leading and Understanding Individuals: Personality and Motivation

Readings:

Prince, H. T., et al. (1988). Personality. In *Leadership in organizations* (pp. 40-42). Garden City Park, NY: Avery Publishing Group.

Gardner. Motivating, pp. 183-192.

Prince, H. T., et al. (1988). Individual needs, expectations, and motivation (pp. 51-67).

16 Leading Individuals: Motivation (continued)

Readings:

Prince, H. T., et al. Individual motivation through reward and punishment, [and] Individual motivation through work design. In *Leadership in organizations* (pp. 69-84, 85-99). Garden City Park, NY: Avery Publishing Group.

Paper #1 due.

Module 5: Leading Groups
This module focuses on leading groups. Specifically, it explores leading individuals in groups and encountering the submersion of individuality in "groupthink," and leading processes within and between groups.

17 Leading Individuals in Groups

Readings:
Prince, H. T., et al. (1988). Individuals in groups, [and] Socializing individuals into groups. In *Leadership in organizations* (pp. 129-145, 147-163). Garden City Park, NY: Avery Publishing Group.
Janis, I. (1986). Groupthink. In B. Kellerman (Ed.), *Political leadership* (pp. 327-342). Pittsburgh: University of Pittsburgh Press.

18 Leading Group Processes

Reading:
Prince, H. T., et al. (1988). Process within groups, [and] Process between groups. In *Leadership in organizations* (pp. 167-185, 189-203). Garden City Park, NY: Avery Publishing Group.

Module 6: Moral and Ethical Dimension of Leadership
The classes in this module consider the moral/ethical dimensions of leadership—what those dimensions are, how leaders exemplify or exercise them (or fail to do so), and what effect moral leadership (or its lack) can have on followers.

19 The Moral/Ethical Dimensions of Leadership—What are They?

Readings:
Gardner. The moral dimension, pp. 67-80.
Donaldson, T., & Werhane, P. (1988). *Ethical issues in business* (pp. 1-10).
Prince, H. T., et al. (1988). Organizational leadership and the ethical climate. In *Leadership in organizations* (pp. 415, 417-424, 430-436). Garden City Park, NY: Avery Publishing Group.

20 Ethical Dilemmas in Leadership: Applications

Readings:
Milgram, S. (1986). The dilemma of obedience. In B. Kellerman (Ed.), *Political leadership* (pp. 129-138). Pittsburgh: University of Pittsburgh Press.
Steele, J. (1991). Tom Reese. *Harvard Business School Case #9-391-145.*
West, E. E. (1990). Susan Woods. *Harvard Business School Case #9-391-059.*
My Lai Massacre: four-page reading.

Module 7: Leadership Competencies
During this last module, we concentrate on specific leadership competencies which we (and many other scholars and practitioners) believe are essential for most leaders: communicating, handling conflict, providing a vision, effecting change, and analyzing/implementing policy to address problems. In many ways these competencies overlap and interact; nevertheless, we feel that they deserve separate attention.

21 Leadership Competencies—Communication

Readings:
Prince, H. T., et al. (1988). The leader as a communicator. In *Leadership in organizations* (pp. 281-300). Garden City Park, NY: Avery Publishing Group.
Rogers, C. R., & Roethlisberger, F. J. (1991, November-December). Barriers and gateways to communication. *Harvard Business Review*, pp. 105-111.

22 Leadership Competencies—Conflict Resolution

Readings:
Hellriegel, D., Slocum, J., & Woodman, R. (1989). Conflict management. In *Organizational behavior* (5th ed.) (pp. 447-464, 466-469). St. Paul, MN: West Publications Co.
Gardner. The knitting together, pp. 101-111.
Ury, W., & Fisher, R. (1981). *Getting to yes* (pp. 3-14).

23 Leadership Competencies—Conflict Resolution: An Application

Readings:
Clawson, J. G. (1977). Meeting of the overhead reduction task force. *Harvard Business School Case #478-013.*
Paper #2 due.

24 Leadership Competencies—The Leader as Change Agent: Providing a Vision

Readings:
Nadler, D. A., & Tushman, M. L. (1989). What makes for magic leadership? In Rosenbach and Taylor, pp. 135-138.
Sashkin, M. (1989). Visionary leadership: A perspective from education. In Rosenbach and Taylor, pp. 222-227.

King, M. L., Jr. (1989). I have a dream. In Rosenbach and Taylor, pp. 242-243.

25 Leadership Competencies—The Leader as Change Agent: Effecting Change

Readings:
Gardner. Renewing, pp. 121-137.
Jick, T. (1991). Implementing change. *Harvard Business School Note #9-491-114.*

26 Leadership Competencies—Policy Analysis/ Implementation in the Problem-solving Process

Readings:
Wildavsky, A. (1979). Analysis as craft. In *Speaking truth to power: The art and craft of policy analysis* (pp. 385-406). Boston: Little, Brown and Co.
Elmore, R. F. (1979-80). Backward mapping: Implementation research and policy decisions. *Political Science Quarterly, 94*(4), 601-612.
Marmor, T. H. (1973). *The politics of Medicare*, pp. 118-124.

27 Summation: A Pulling Together

Reading:
Gardner. The release of human possibilities, pp. 193-199.

28 Group Project Presentations

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History and Theories of Leadership

COURSE DESCRIPTION

This course builds on the introductory Foundations of Leadership Studies course. It introduces students to historical concepts used in the study of leadership, examines how the history of leadership is shaped by great men and women, and challenges students to critically evaluate a diverse sampling of contemporary theories of leadership. Drawing from a diverse body of literature including classical and historical works, psychology, and political science, the course traces leadership from ancient civilizations through the 20th century. Students learn how leadership scholars go about constructing their theories; they gain a basic understanding of the processes underlying applied-theory building. Among the contemporary theories, we cover trait, behavioral, and contingency theories; power and influence approaches; vertical-dyad linkage and multiple-influence theory; and transformational leadership. Finally, this course covers a few selected topics in leadership theory including the difference between leadership theories and management theories, and cross-cultural approaches to the study of leadership. Throughout the course students are encouraged to apply critical thinking to the historical treatment of "great men and women" and the various contemporary leadership theories, to develop a sensitivity to the gender and cultural biases in leadership theories, and to bring their own value system and imagination to bear on the material covered. Emphasis is placed on the application of theoretical concepts to contemporary leadership situations.

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

- Understand historical and scientific approaches to the study of leadership.
- Explain the difference between content and process theories of leadership.
- Describe trait and behavioral approaches to leadership.
- Compare and contrast situational theories of leadership.
- Explain sources of power leaders can use to influence subordinates.
- Describe alternative models of leadership including vertical-dyad-linkage, social-exchange, multiple-influence, and transformational theories of leadership.
- Understand the role of measurement in leadership theories.
- Know the differences between theories of leadership and theories of management.
- Apply leadership theories to contemporary leaders and leadership situations.

These learning objectives are accomplished through a variety of instructional methods including lecture, group exercises and projects, analyses of written cases and videos, leadership-assessment exercises, and examination of current literature on leadership theories.

JEPSON SCHOOL CURRICULAR THEMES

This course incorporates the following curriculum themes: communications (through oral and written presentations, reports, interviews, and papers); critical thinking (through multilevel, multidisciplinary evaluations of leadership theories and methodologies); diversity (through examination of gender and cultural biases in leadership paradigms); and values and imagination (through the use of stories and metaphors in history and theories of leadership).

COURSE TEXTS

Adair, J. (1989). *Great leaders*. Guilford, England: The Talbott Adair Press.

Yukl, G. (1989). *Leadership in organizations*. Englewood Cliffs, NJ: Prentice-Hall.

READING ASSIGNMENTS

These articles are placed on reserve. Each student reads and presents one reading and prepares a one- to two-page summary, copies of which will be distributed to each member of the class on the day of presentation. The readings are listed in the order in which they appear on the syllabus.

Kofodimos, J. (1990). Using biographical methods to understand managerial style and character. *Journal of Applied Behavioral Science, 26*(4), 433-459.

Erikson, E. (1968). On the nature of psycho-historical evidence. *Daedalus, 97*(3), 695-730.

Holland, R. (1990). The paradigm plague: Prevention, cure, and inoculation. *Human Relations, 43*(1), 23-48.

Bryman, A., Bresnen, M., Beardsworth, A., & Keil, T. (1988). Qualitative research and the study of leadership. *Human Relations, 41*(1), 13-30.

Drory, A., & Gluskinos, U. (1980). Machiavellianism and leadership. *Journal of Applied Psychology, 65*(1), 81-86.

Dubin, R. (1976). Applied theory building. In M. Dunnette (Ed.), *Handbook of industrial and organizational psychology*. Chicago: Rand McNally.

Weick, K. (1989). Theory construction as disciplined imagination. *Academy of Management Review, 14*(4), 516-531.

Kirkpatrick, S., & Locke, E. (1991). Leadership traits: Do they matter? *Management Executive, 5*(2), 48-60.

Mann, R. (1959). A review of the relationship between personality and performance in small groups. *Psychological Bulletin, 56*(4), 241-270.

Yukl, G. (1971). Toward a behavioral theory of leadership. *Organizational Behavior and Human Performance, 6*, 414-440.

McMahon, T. (1972). The contingency theory: Logic and method revisited. *Personnel Psychology, 4*(25), 697-710.

Fiedler, F., O'Brien, G., & Ilgen, D. (1969). The effect of leadership style upon performance and adjustment of volunteer teams operating in stressful foreign environment. *Human Relations, 22*(6), 503-514.

Stinson, J., & Johnson, J. (1975). The path-goal theory of leadership: A partial test and suggested refinements. *Academy of Management Journal, 18*, 242-252.

Howell, J., & Dorfman, P. (1986). Leadership and substitutes for leadership among professional and nonprofessional workers. *Journal of Applied Behavioral Science, 22*(1), 29-46.

Kanter, R. (1979, July-August). Power failure in management circuits. *Harvard Business Review*, pp. 65-75.

Zaleznik, A. (1977, May-June). Managers and leaders: Are they different? *Harvard Business Review*, pp. 67-80.

Schwartz, F. (1992, March-April). Women as a business imperative. *Harvard Business Review*, pp. 105-113.

Tse-Tung, M. (1955). *On methods of leadership*. Peking: Foreign Languages Press.

COURSE EVALUATION AND EVALUATION CRITERIA

Students are evaluated based on a number of criteria: 1) the extent to which learning objectives have been achieved, 2) written and oral communication skills, 3) ability to think critically, 4) ability to work constructively in several groups composed of different students, and 5) ability to work effectively with community leaders both on and off campus.

Specifically the breakdown of your final grade is as follows:

Two in-class exams and a take-home final	35%
Written assignments:	
A biographical-action-research paper (5-7 pages)	10%
A reflection-on-action paper, based in the "From Theory to Practice" group project	15%
Two group projects:	
Team project on historical leaders	10%
Team project applying leadership theory to real-life organization	15%
One presentation from current literature	5%
Class participation	10%

GRADING POLICY

The in-class exams must be taken when scheduled. Failure to take the exams at the scheduled date is handled on a case-by-case basis. I do no grade on a curve. Failure to turn in written assignments when due and failure to participate in scheduled group activities and projects result in penalty points which are subtracted from the final grade. Three things help you in achieving a satisfactory grade: 1) completing readings on time (i.e., before the class during which they will be discussed); 2) always attending class; and 3) spending time thinking about the concepts we are discussing, many of which are abstract, and looking for examples in your daily life.

ATTENDANCE

I do not take attendance formally in class; but because of the way in which I assess your learning, you will find it necessary to come to class. Our exploration of the history and theories of leadership involves a great deal of sharing of ideas and class discussions, which require that you are both prepared and that you come to class. Since leadership takes place in the context of groups, you have responsibility not only for your own learning but also for that of the members of your group and the class, who count on your contribution to the learning process. I suggest that you resolve never to miss a class unless you are really unable to come. Legitimate absences include, but are not limited to: illness/injury, club or team trips away from campus, or family emergencies. It is common courtesy to notify your instructor if you have to miss a class for reasons beyond your control.

A FINAL NOTE

Ideally we cover the material at the pace outlined in the course schedule detailed below. However, the syllabus presented here is not engraved in stone but may be subject to modifications, additions, and deletions, depending on the needs of the class and the pace with which each class can work through the material. I suggest that we implement changes providing that three-fourths of the class agree to the proposed changes.

COURSE OUTLINE

Session **Topic/Assignment**

1 Course Orientation

Review of course objectives and requirements; discuss individual and group assignments; clarify course expectations.

2 Introduction to Concepts and Theories of Leadership

Our objectives of this class are to define leadership from a number of perspectives and to understand the relationship between definitions of leadership and theories of leadership.

Assignment: Yukl (1989), Chapter 1.
Teaming up for Group Project I.

3 Studying Leadership Theories from a Historical Perspective

This class introduces students to the definitions and meanings of history, the concept of scientific history, and the ways historians study leadership.

Assignment: Adair (1989), pp. 13-56, 57-72.

Student Presentations: Kofodimos (1990), Erikson (1968).

4 Applications of Historical Methods of Inquiry

In this class we sample great men and women leaders in history and examine how they have been described in biographies, autobiographies, memoirs, and letters.

Assignment: Adair (1989), pp. 125-140, 141-168.

Student Presentations: Biography, Autobiography, Letters.
Note: Students may select materials placed on reserve: 1) Biographies—"Plutarch's Lives" (Alexander the Great, Caesar, Cicero); 2) Autobiographies—Joan of Arc, Golda Meir; 3) Letters—Napoleon. Or, you may select a leader described in Adair and find representative materials; or you may select a historical leader of your choice.

5 Historical Journey into Leadership I: Leaders as Heroes and Villains

This class and the next are set aside for team presentations of Group Project I (videotaped). The team projects apply historical modes of inquiry to leaders in different eras, analyze the contributions of historical leaders to contemporary society as well as our understanding of leadership, and examine the kinds of moral judgments historians have passed on great men and women in history.

Assignment: Adair (1989), pp. 225-244.

Student Presentations: Two teams; individual team members turn in their biographical-action-research papers.

6 Historical Journey into Leadership II

Assignment: Adair (1989), pp. 245-300.

Student Presentations (videotaped): Two teams; individual team members turn in their biographical-action-research papers.

7 Studying Theories of Leadership from a Scientific Perspective

The purpose of this class is to gain a basic understanding of the major behavioral-science research methods used in the development and testing of leadership theories.

Student Presentations: Bryman, et al. (1990); and Holland (1990).

8 Historical versus Scientific Approaches to the Study of Leadership

The objective of this class is to compare and contrast historical and scientific approaches to leadership and to examine the assumptions underlying each of these perspectives.

Assignment: Review major concepts and key terms in preparation for Test 1.

Reassemble groups for Group Exercise 1.

9 Test 1

10 Introduction to Theory Building in Leadership

We begin with basic definitions of theories, look at the ways theories are constructed, discuss some tools (or criteria) that are commonly used to evaluate theories, and examine several schemes that have been proposed to classify leadership theories.

Student Presentations: Weick (1989); and Dubin (1976).

11 Content Theories of Leadership I: The Trait Approach

The objectives of this class are to know the distinction between content and process, to describe the major results of research on leadership traits, to understand why the trait approach has not met with much success, and to apply the trait approach to contemporary leaders.

Assignment: Yukl (1989), Chapter 9.

Student Presentations: Mann (1959); and Kirkpatrick & Locke (1991).

12 Content Theories of Leadership II: The Behavioral Approach

In this class we examine leadership theories that focus on effective leader behaviors as identified by the Ohio State University and University of Michigan studies. The major learning objectives of this class parallel those of Class 11.

Assignment: Yukl (1989), Chapter 5.

Student Presentation: Yukl (1971).
In-class Exercise: Grid Dilemmas.

13 Process Theories of Leadership I: Fiedler's Contingency Model

This class provides the foundation for situational theories of leadership. Students learn the definition of process theories and the assumptions underlying person and situation views of leadership. We then examine Fiedler's contingency model and apply its concepts to a case.

Note: The cases listed as "application" under the process theories must be read before class. Be prepared to discuss how and why these cases support the different situational theories of leadership.

Assignment: Yukl (1989), Chapter 9, pp. 94-202.
Application: The Cannon Corporation.

Student Presentations: McMahon (1972); and Fiedler et al. (1969).

14 Process Theories of Leadership II: House's Path-Goal Theory of Leadership

In this class we look at a different version of situational leadership known as path-goal theory, which combines the leader's motivational functions with situational variables.

Assignment: Yukl (1989), Chapter 6.
Application: Debbie Field Cookies.

Student Presentation: Stinson & Johnson (1975).

15 Process Theories of Leadership III: Vroom-Yetton Model and Leadership Substitutes

This class is devoted to additional process models with several goals in mind: description of the Vroom-Yetton model of participation and decision making, introduction of the concept of leadership substitutes, and a comparison of the situational theories of leadership proposed by Fiedler, House, and Vroom and Yetton.

Assignment: Yukl (1989), Chapter 6 (continued).
Application: The Case of John Neese.

Student Presentation: Howell & Dorfman (1990).

16 Power and Influence Approaches to Leadership

In this class we study approaches that attempt to explain leadership effectiveness in terms of the amount of power possessed by the leader. You are introduced to the various types of power and how power is exercised in leadership situations.

Assignment: Yukl (1989), Chapters 2 & 3.

Student Presentation: Kanter (1979).
Assessment Exercise: Determining your attitudes toward power.

17 Test 2

18 Role Playing Leadership Theorists

In-class Group Exercise.

19 Social Exchange Theories of Leadership

The purpose of this class is to evaluate leadership from a social-exchange perspective, specifically by focusing on Hollander's concept of idiosyncracy credits and Graen's vertical-dyad-linkage theory.

Assignment: Yukl (1989), Chapter 7.

20 Summary of Leadership Theories: What Do We Know Now?

This final class on leadership theories introduces one last model, multiple-linkage theory, and assesses the contributions of the various theoretical frameworks discussed so far.

Assignment: Yukl (1989), Chapter 12.

In-class Exercise: *Leader-Subordinate Friendship Questionnaire*.

21 The Role of Measurement in Leadership Theories

The purpose of this class is for students to understand the linkages between leadership theories and the various leadership scales that have been used to test and validate the theories we have covered. We discuss basic measurement concepts and apply them to some of the commonly used leadership measures.

22 Overview of Major Measures of Leadership

In this class we review the major leadership scales and discuss the meaning of your scores on several leadership scales which you completed as a homework assignment.

23 Special Topics in Leadership I: Charismatic and Transformational Leadership

This class is set aside for two approaches which presently enjoy considerable popularity. We examine how the concept of charisma has been treated historically as well as several current theories of charismatic and transformational leadership.

Assignment: Yukl (1989), Chapter 10.

24 Special Topics in Leadership II: Theories of Leadership versus Theories of Management

This class is intended to help students distinguish between theories of leadership and theories of management, although many theorists discussed during the course have treated the two synonymously.

Student Presentation: Zaleznik (1977).

25 Special Topics in Leadership III: Women and Leadership

The purpose of this class is to pursue the question of why women are underrepresented in leadership roles in practice, theory, and research. We look at some barriers to leadership opportunities for women as well as some of the reasons that have been suggested to explain this underrepresentation.

Student Presentation: Schwartz (1992).

26 Special Topics in Leadership IV: Cross-cultural Leadership Perspectives

In this class we explore leadership systems in different cultures, looking at both cross-cultural similarities and differences.

Student Presentation: Mao Tse-Tung (1955).

27 Group Presentations (videotaped).

28 Group Presentations (videotaped).
Take-home Final due.

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Leading Groups

COURSE DESCRIPTION

This course builds on Foundations of Leadership, as well as on the two preceding core courses, History and Theories of Leadership and Critical Thinking and Methods of Inquiry, by shifting the level of analysis in the study of leadership from primary emphasis on individuals to groups. The purpose of this core course is to help students develop a conceptual framework and practical understanding of how groups function and to further develop their leadership skills in the context of groups.

Students learn a variety of methods of observing groups and analyzing small-group processes and apply these observational methods and group concepts to the study of leadership in groups. A conceptual model of group formation and group development provides the orienting framework for discussing types of groups, why people join groups, and the stages of group development. We then discuss primary characteristics of groups, including structure, status hierarchy, roles, norms, group cohesiveness, and group conflict. The discussion centers on the leader's role in establishing norms and group cohesiveness, maximizing group performance, and preventing groupthink.

Following the analysis of intragroup dynamics, we move on to intergroup behavior and intergroup conflict. Functional and dysfunctional conflicts are presented and analyzed. The discussion of group changes resulting from intergroup conflict focuses on changes both within and between groups and on leadership strategies for spurring functional, or positive, conflict and resolving dysfunctional intergroup conflict. Other topics include group performance, group decision making, and group effectiveness, especially in terms of their causal relationship to leader behavior and leadership style. Finally, we will sample some special topics, including leaderless groups, self-leading teams, and leadership processes in computer-mediated work environments.

Students learn experientially about leadership in groups by participating in group activities as well as being involved in forming, participating, observing, and analyzing leadership in small groups. Since the nature of the course is largely experiential, there will be only a few formal lectures. Students are expected to pursue the assigned readings on their own.

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

- Explain behavior in formal and informal groups.
- Understand leadership in the context of group dynamics.
- Develop the ability to understand and integrate various properties of groups into a meaningful theoretical framework.
- Know the basic psychological and sociological concepts, findings, and theories of group dynamics.
- Define methods of inquiry widely used in the study of group behavior, such as interaction-process analysis, network analysis, and sociometry.
- Describe the stages of group development and important characteristics of groups.
- Discuss relevant criteria of group decision making and group effectiveness.
- Discuss the role of the leaders in group performance and the prevention of groupthink.
- Describe leadership skills and techniques for resolving dysfunctional group conflict.
- Apply concepts of group structure, group conflict, role differentiation, group performance, and effectiveness of groups with which they are familiar.
- Apply group-dynamics concepts and theories to explain why leaders in groups fail.

The above learning objectives are accomplished through a variety of instructional methods including completion of assigned readings, analysis of group processes, analysis of written cases and videos, role-play, group exercises, and critical analysis of current literature on group behavior and leadership in groups. In addition, the course will make extensive use of our videotaping capabilities to provide feedback on 1) in-class group exercises, 2) group debates,

3) intergroup activities, and 4) presentation of current articles and cases.

COURSE TEXTS

Forsyth, D. (1990). *Group dynamics.* Pacific Cove, CA: Brooks/Cole Publishing Co.

Hackman, R. (Ed.). (1990). *Groups that work (and those that don't).* San Francisco: Jossey-Bass.

Larson, C., & LaFasto, F. (1989). *Teamwork.* Newbury Park, CA: Sage Publications.

ADDITIONAL REQUIRED READINGS

The articles and book chapters on this list are placed on reserve. The reading assignments are listed in the order in which they appear on the syllabus.

Goodman, P., Ravlin, E., & Argote, L. (1986). Current thinking about groups. In P. Goodman & Associates (Eds.), *Designing effective work groups* (pp. 1-33). San Francisco: Jossey-Bass.

Hackman, R. (1983). The design of work teams. In J. Lorsch (Ed.), *Handbook of organizational behavior* (pp. 315-342). Englewood Cliffs, NJ: Prentice-Hall.

McElroy, J., & Shrader, C. (1986). Attribution theories of leadership and network analysis. *Journal of Management, 12*(3), 351-362.

Leik, R., & Nagaswa, R. (1970). A sociometric basis for measuring social status and social structure. *Sociometry, 33*, 55-78.

Moreland, R. (1987). The formation of small groups. In C. Hendrick (Ed.), *Group processes*. Beverly Hills, CA: Sage.

Lincoln, J., Gerlach, M., & Takahashi, P. (1992). Keiretsu networks in the Japanese economy: A dyad analysis of corporate ties. *American Sociological Review, 57*(4), 561-585.

Feldman, D. (1984). The development and enforcement of group norms. *Academy of Management Review, 9*(1), 47-53.

Mackie, D., & Goethals, G. (1987). Individual and group goals. In C. Hendrick (Ed.), *Group processes.* Beverly Hills, CA: Sage.

Dobbins, G., & Zaccaro, S. (1986). The effects of group cohesion and leader behavior on subordinate satisfaction. *Group & Organization Studies, 11*(3), 203-219.

Eskilson, A., & Wiley, M. (1976). Sex composition and leadership in small groups. *Sociometry, 39*(3), 183-194.

Eagly, A., & Karau, S. (1991). Gender and the emergence of leaders. *Psychological Bulletin, 60*(5), 685-710.

Hegedus, D., & Rasmussen, R. (1986). Task effectiveness and interaction process of a nominal group technique in solving an evaluation problem. *Journal of Management, 12*(4), 545-560.

Dukerich, J., Nichols, M., Elm, D., & Vollrath, D. (1990). Moral reasoning in groups. *Human Relations, 43*(5), 473-493.

Milgram, S. (1965). Some conditions of obedience and disobedience to authority. *Human Relations*, 57-75.

Hollander, E. (1958). Conformity, status, and idiosyncracy credit. *Psychological Review, 65*(2), 117-127.

Johnson, D. (1979). Dilemmas of charismatic leadership: The case of the People's Temple. *Sociological Analysis, 40*(4), 315-323.

Kimmel, M., & Tavakol, R. (1989). Against Satan: Charisma and tradition in Iran. In A. Glassman & W. Swatos (Eds.), *Charisma, history, and social structure*. New York: Greenwood Press.

Leona, C. (1985). A partial test of Janis' groupthink model: Effects of group cohesiveness and leader behavior on defective decision making. *Journal of Management, 11*(1), 5-17.

Whyte, G. (1989). Groupthink reconsidered. *Academy of Management Review, 14*(1), 40-56.

Miller, C., & Crandall, R. (1980). *Experimental research on the social psychology of group influences* (pp. 333-374). Hillsdale, NJ: Erlbaum.

Sherif, M. (1958). Superordinate goals in the reduction of intergroup conflict. *American Journal of Sociology, 68*, 329-358.

Bobo, L. (1983). White opposition to busing: Symbolic racism or realistic group conflict. *Journal of Personality and Social Psychology, 45*, 1196-1210.

Hackman, R., & Morris, C. (1975). Group tasks, group interaction process and group effectiveness. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 8, pp. 47-99). New York: Academic Press.

Anderson, L. (1983). Management of mixed work groups. *Organizational Behavior and Human Performance, 31*, 303-330.

Schwartzman, H. (1986). Research on work group effectiveness: An anthropological critique. In P. Goodman & Associates (Eds.), *Designing effective work groups.* San Francisco: Jossey-Bass.

Gist, M., Locke, E., & Taylor, S. (1987). Group structure, process and effectiveness. *Journal of Management*, 237-257.

Manz, C. (1992). Self-leading work teams: Moving beyond the self-management myths. *Human Relations, 45*(11), 1119-1141.

Graen, G., & Uhl-Bien, M. (1991). The transformation of professionals into self-managing and partially self-designing contributors: Toward a theory of leadership-making. *Journal of Management Systems, 3*(3), 25-39.

Cashman, J., & Seers, A. (1991). Teamwork: An open systems process analysis. *Journal of Management Systems, 3*(3), 41-50.

Klenke, K. (1992). Leadership processes in computer-mediated work groups: Implications for information systems development and leadership. In K. Kendall, K. Lytinnen, & J. DeGross (Eds.), *The impact of computer-supported technologies on information systems development*. Amsterdam: North-Holland.

COURSE EVALUATION

I use a number of criteria to provide a comprehensive assessment of performance in the course. The specific assignments and their corresponding weights are as follows:

Midterm	15%
Presentation of one article from the list of "Additional Required Reading"	5%
Analysis of one computer-assisted case from Hackman	15%
Completion on one computer-assisted case analysis	10%
Debate	10%
Course project and paper	35%
Participation	10%
TOTAL	100%

COURSE REQUIREMENTS

Exam

There will be one written, in-class exam at midterm.

Presentations from the Current Literature

Each student selects one article or chapter from the list of "Additional Required Readings" and presents it orally on the day identified in the syllabus, preparing a one- to two-page summary with copies distributed to each member of the class on the day of the presentation. Make sure you give the full citation of the article so that these readings can be used as references for case analyses and course projects. Since there are more articles listed than students in the class, articles not assigned to individual students must be read by each member of the class.

Case Analyses

Each student selects one case from the R. Hackman book, *Groups That Work (and Those That Don't)*, for presentation and discussion in class. All students are required to read the case prior to the date when it is scheduled for presentation. The presenter expects that class members have assiduously prepared the case; however, it is the responsibility of the presenter to assume the role of the leader and present his or her analysis of the case selected. The class functions as a team which collaborates to arrive at a consensus opinion on each case studied. During the course of the semester we analyze the extent to which the class evolves into a cohesive (hopefully!) group in which individual group members pool their experiences, insights, and leader and follower skills. The case presentations and subsequent discussions are analyzed using principles and theories of group dynamics based on D. Forsyth's book, *Group Dynamics*. You must therefore complete the readings assigned for each case prior to class.

Debate

During the last two classes before the final exam students demonstrate an understanding of leadership in the context of groups by engaging in a debate. There are two debate teams consisting of ten students each. Five students of each team debate two (or several) opposing positions on an issue relating to leadership in groups such as, "Should leaders and followers be friends?" The specific issues and the composition of the teams (students are assigned to a team) are determined the week before the debates are scheduled. The purpose of the debate is to apply group concepts and theories to a leadership problem selected by each team. Each team member is required to bolster his or her arguments using relevant group-dynamics concepts to support the validity of his or her position.

Course Project and Term Paper

In contrast to the case analysis where you are given a written case, the purpose of this course project and paper is for you to describe and analyze the group of which you are a member. (The group exercise scheduled for Class 2 is used to randomly assign three groups, consisting of six or seven students each.) You will develop a profile of your group, applying leadership and group concepts. You will be given a number of different forms for observing groups, including group-process-interaction observations, group-maintenance-behavior observations, and nonverbal-behavior observations. It is each student's responsibility to collect the necessary data for the term paper. Keeping a running commentary on your group, especially on how your observations relate to material encountered in class (or out of class) will make your job of writing the final paper a lot easier.

Since this course project and paper is a major requirement which cannot be put off until a week before the end of the semester, you are required to submit two concept papers of about 500 words in length. The first should include a description of the composition of your group, an outline of the four stages of group development, and the characteristics that the group demonstrated at each phase. It should also address basic group characteristics such as group goals, norms, and cohesiveness, as well as the role of the group leader(s). In addition, the first concept paper should describe the theories and group concepts you plan to incorporate. The second concept paper should reflect a refinement, since you are by then familiar with additional theories and concepts (for example, group conflict and its resolution). Both concept papers should be double-spaced; the due dates are listed in the syllabus. Since this is an individual assignment, late submissions carry penalty points. Evaluation of the project is based on your demonstrated ability to integrate group and leadership concepts and processes as well as your ability to integrate all assigned readings.

The final paper should be about 20 pages, double-spaced, and must include at least two sociograms and two IPAs of your group. Collecting group observations at the beginning and towards the latter part of the semester will give you the database for a comparative analysis of leadership and group processes.

The final project paper, putting it all together, should be a course synthesis presented through the lenses of your group. At a minimum, the final paper should address, but not be limited to, the following aspects of group behavior and group dynamics:

- A description of the purpose and goals of your group, the nature of the task(s) the group is engaged in, norms, role differentiation, group structure and cohesiveness, and treatment of minority members.
- Leadership issues including leader emergence, conflict over leadership roles, power structure, shared or rotating leadership, leadership successes and failure, leader acceptance and performance, group-member/leader relations, leadership substitutes.
- External factors (social, economic, political) influencing the performance of your group, its effectiveness, and leadership.
- Individual factors relating to group members' tasks and interpersonal competence, ability to work under stress and time pressures, personality factors, individual differences in terms of abilities and effort put forth to accomplish the task(s), commitment to group goals.
- Your interpretation of your group's performance and the effectiveness of its leader, supported by explanations that are consistent with the literature with which you have become familiar.
- Your recommendations for improving the effectiveness of your group and its leadership, identifying specific change techniques and providing a rationale for their selection.

Using your knowledge of leadership and group dynamics, account for why the group behaves as it does. Finally, as the real (or hypothetical) leader of the group, discuss what techniques you would choose to make the group more effective and how you would implement the proposed interventions.

Since this term paper is not a group project, the usual scheduling difficulties to meet deadlines do not apply and the paper is due on the day indicated.

Grading Policy and Attendance

The midterm must be taken when scheduled. Failure to do so is handled on a case by case basis. I do not grade on a curve. Failure to turn in the two concept papers outlining your course project, presenting your article from the list of "Additional Required Reading" and/or your case, as well as failure to participate in scheduled group activities will result in penalty points which are subtracted from your final grade.

Since the development and practice of group and leadership skills depend on the active participation of all class members, you cannot afford to miss class. If you are unable to attend class, please notify me in advance. Both my office and home phones have answering machines and you can always reach me via e-mail.

JEPSON SCHOOL CURRICULAR THEMES

This course offers ample opportunities to explore and integrate major themes running through the Leadership Studies curriculum. Gender differences in group task performance and men's and women's personal networks are discussed as are ethnic differences on cooperative and competitive group behavior and cross-cultural differences in intergroup conflict resolution. Critical-thinking skills are enhanced by introducing different methods of inquiry specific to the study of group behavior and extensive use of cases. Communications skills are practiced through oral presentation, written papers, group exercises, and analysis of communication networks in groups.

A FINAL NOTE

Ideally we cover the material at the pace outlined in the course schedule. However, the syllabus is not engraved in stone but may be subject to a variety of group processes and dynamics. Renegotiation of the syllabus is an option, providing three-fourths of the class agree to the proposed changes. Deletion of required assignments is not an option. Additional work is accepted for extra credit.

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University of Richmond

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Leadership Study Abroad: Reading Seminar

COURSE DESCRIPTION

The Reading Seminar for the Jepson School's first Leadership Study Abroad course, Leadership Issues in the European Community (EC), is an integral part of Study Abroad and must be attended by students registered for the course. The seminar meets on a bimonthly basis to develop a common knowledge base with respect to historical, economic, political, social, business, and cultural developments in the EC.

For each scheduled meeting, two students team up to cover a specific topic. In addition to the required readings, I have placed a number of books on reserve as additional resources. Students are responsible for collecting clippings on the EC from the *Wall Street Journal* and *Fortune*. During the two-week interval between meetings, each student is requested to read a European magazine in the language with which he or she is familiar and to summarize those readings at each meeting.

The bimonthly meetings are structured as follows: 1) a one-hour presentation by two members of the class; 2) viewing of the videotape of the weekly European Journal; 3) working on a crash course in German—that is, muddling through together; and 4) hopefully having fun doing it.

Each student prepares a summary of the readings and presentations for his or her own use to serve as the literature review and foundation for the final paper, which is due upon return from Europe.

COURSE TEXTS

George, S. (1991). *Politics and policy in the European community*. Oxford: Oxford University Press.

Williams, A. (1991). *The European community: The contradictions of integration*. Cambridge, MA: Blackwell.

RESERVE READINGS

Brand, W. (1971). *In exile: Essays, reflections and letters*. London: Oswald Wolff.

Burstein, D. (1991). *Euroquake*. New York: Simon & Schuster.

Devinney, T., & Hightower, W. (1991). *European markets after 1992*. Lexington, MA: D.C. Heath & Co.

Deschamps, J. (1993). The European community, international trade, and world unity. *California Management Review, 35*(2).

Dudley, J. (1989). *Strategies for the single market*. London: Kogan Page.

Harrop, J. (1991). *The political economy of integration in the European community*. Trowbridge, UK: Dotesios Printers Ltd.

Heerema, D. (1993). The lesson from Europe. *Business Horizons, (36)*1, 5-8.

Hisocks, R. (1966). *The Adenauer era*. Philadelphia: J.B. Lippincott Co.

Hurwitz, L. (1987). *The European community and the management of international cooperation*. New York: Greenwood Press.

Keohane, R., & Hoffmann, S. (1991). *The new European community: Decision making and institutional change*. Boulder, CO: Westview Press.

Kopits, G. (1992). *Tax harmonization in the European community: Policy issues and analysis*. Washington, DC: International Monetary Fund.

Krause, A. (1991). *Inside the new Europe*. New York: Harper Collins Publishers.

Krause, A. (1993, February). The single market takes off. *Europe*, pp. 19-25.

Lodge, J. (1983). *Institutions and policies of the European community*. New York: St. Martin's Press.

Menges, C. (1991). *The future of the European alliance*. Washington, DC: The AEI Press.

Nicholson, F., & East, R. (1987). *From the six to the twelve: The enlargement of the European communities*. Chicago: St. James Press.

Prittie, T. (1971). *Konrad Adenauer*. Chicago: Cowles Book Co.

Prittie, T. (1974). *Willy Brandt: Portrait of a statesman*. London: Weidenfeld & Nicolson.

Sandholtz, W. (1993). Choosing union: Monetary politics and Maastricht. *International Organization, 47*(1), 1-39.

Sbragia, A. (Ed.). *Euro-politics: Institutions and policymaking in the "new" European community*. Washington, DC: The Brookings Institute.

Stares, P. (1992). *The new Germany and the new Europe*. Washington, DC: The Brookings Institute.

Vernon, R., & W [illegible] L. (1972). *The economic environment of international business*. Englewood Cliffs, NJ: Prentice-Hall.

Weigall, D., & Stirk, P. (1992). *The origins and development of the European community.* Leister, England: University of Leister Press.

COURSE OUTLINE

Session	Topic
1	Orientation; Teaming up and selecting topics for presentation
2	History of the EC and Its Institutions
3	Women Leaders in the Gehrs EC
4	Special Topic
5	Political Leadership in the EC
6	Corporate Leadership in US Companies with European Subsidiaries and European Companies with US Headquarters
7	Economic and Business Leadership in the EC
8	Social Issues in the EC and Their Implications for Leadership

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Service Learning

COURSE PURPOSE

The requirement that students conduct a 45-hour, one-credit community-service program expresses the goals that the university faculty have for the Jepson School: to educate for and about leadership and to "motivate students to seek positions of leadership as a vehicle for service." Service learning, as a form of experiential education, is a key to the formation of ethical and imaginative leaders. It offers to students the most explicit perspective on leadership as service in a variety of organizational settings.

The purpose of service learning, like an internship, is to provide students a concrete, specific task that permits them to apply what they have learned in class, learn what competencies they have yet to acquire, explore career interests, and develop their competencies by applying and testing them. Service learning differs from an ordinary internship, however, because the context and task of the experience is service to a person or group in need, for example, tutoring, renovating substandard housing, or assistance to the staff of a community agency. As defined recently by the Commission on National and Community Service, service learning is "a method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and the community."

COURSE OBJECTIVES

- To provide students with specific and tangible tasks that can be completed within the time allotted and which contribute in a significant and measurable manner to the person or agency served.
- To provide students an orientation to the setting of their service, the people they will work with, the context of the problem they will address, and the importance of their task.
- To provide students formative and summative evaluation on the nature, importance, and quality of the leadership exemplified in their service.
- To provide for or improve the following student competencies:
  a. The ability to appreciate the needs of other people.
  b. The ability to recognize, distinguish, and analyze methods to address the service needs of other people.
  c. The ability to recognize and assess a personal competence and its fit with social service needs.
  d. The ability to recognize and distinguish the set of social needs and the competencies of diverse individuals and groups to address them.
  e. The ability to recognize and articulate their own values more clearly.
  f. The ability to recognize their own personal values that define their level of acceptance and support of a variety of social services.
  g. The ability to compare and contrast career opportunities in for-profit and not-for-profit organizations.
  h. The ability to compare and contrast career and volunteer opportunities within human-service settings.
  i. The ability to work in problem-solving groups.

j. The ability to work in conjunction with a human-service leader.
k. The ability to communicate ideas effectively.

COURSE REQUIREMENTS

Students enter into an explicit contract with the Jepson School of Leadership Studies and the sponsoring agencies that specifies the tasks to be conducted and a schedule. By agreeing to this, the school and the sponsoring agency are also accountable for their agreement. Students keep a journal that provides material for essays and discussions about initial expectations, initial impressions, critical events, an exit essay, and other assignments.

Grades are based on the following assignments and assessments:

Journal	40%
Participation	20%
Field Supervisor Evaluation	20%
Written Assignments (20%):	
"Through the Eyes of Those Served"	10%
Exit Essay	10%

This one-credit course will be divided between 15 hours of class and research time and a 30-hour service task. This task should meet the purpose of this course. To assist in delineating the fit of tasks to this purpose, the following characteristics of appropriate tasks are offered. The task should immerse a student in a significant area of social need in such a manner that the student can learn from those in need and those doing something about it. The task should involve direct, face-to-face contact with the person, people, or group being served. Most often, and preferably, this task takes students off campus and among people new and unfamiliar. In addition to person-to-person tasks, students may complete the task for this course by undertaking a team project of assistance to a community agency or by participating in an agency's project, for example, working on a Habitat for Humanity house, a service project during spring break, or repair of a community facility. If conducted during spring break, this work may be done in several localities including a student's hometown.

REQUIRED TEXT

Stanton, T., & Ali, K. *The experienced hand: A student manual for making the most of an internship* (2nd ed.).

COURSE OUTLINE

Session	Topic/Assignment
1	Getting Started. We review the course and its requirements. We review the service tasks available to you and make an initial survey of your choices.
2	Orientation to Service Learning. Stanton & Ali (pp. 1-5). Sigmon, R. Service-learning: Three principles (pp. 56-64). Stanton, T. Service-learning: Groping toward a definition (pp. 65-67).
3	Establishing Initial Learning Objectives. Stanton & Ali (pp. 54-65). Learning contracts are due.
4	Monitoring Learning. Stanton & Ali (pp. 66-74, 42-53). We discuss initial expectations and impressions. Journals should be started by this class session.
5	Reports on Service Task Searches. Stanton & Ali (pp. 6-41, esp. 36-37).
6	"Through the Eyes of Those Served." Students prepare a brief memo describing the agency in which they work through the eyes of those whom it serves. In addition, they discuss with clients and staff what happens after the service, the criteria for eligibility for service, who is not served, why, and what happens to them.
7	Reports on Critical Incidents—Working with Others.
8	Reports on Critical Incidents—Decision Making.
9	The Limits of Service. Illich, I. To hell with good intentions (pp. 314-320).
10	Leadership Lessons of Service. Stanton, T. Service learning and leadership development: Learning to be effective while learning what to be effective about (pp. 336-353).
11	Leadership Education and Service Learning. Educating for public leadership; A symposium on experiential learning [and] Developing

capacity for civic judgment. In *Antaeus Report* (1987, Summer/Fall), pp. 1, 6-11, and 20.

12-13 Summing It Up.
We discuss exit essays which are due at this time. Exit essays should incorporate the readings and activities of this course, especially those after the sixth session, and should be based on the student's specific service-learning experience.

* * *

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Problems, Policy, and Leadership

COURSE PURPOSE

Inevitably leaders must establish or change policy in their efforts to address and solve problems. The place of policy study is implicit in the goals for the Jepson School, especially to deepen students' understanding of controversial contemporary issues and value conflicts and to motivate students to seek positions of leadership as a vehicle for service. The location of the university in a state capital offers the Jepson School "a laboratory for practical leadership through the presence of all branches of state government, countless private and public agencies, and corporate headquarters." Our proximity to Washington, DC, embellishes our opportunity to steep students in the study of and the practice of policy analysis, policy making, and policy conduct.

The purpose of this course is to increase the competence and understanding of students in the analysis, making, and conduct of policy. Students come to understand the choices and roles they have in policy and the moral dimensions of those choices and roles.

COURSE OBJECTIVES

- To examine the cycle of policy and the crucial role of leadership in each stage of policy from the identification of problems through the evaluation of policy implementation and outcomes.
- To examine the implications for leadership in policy making in different contexts, nongovernmental organizations, and the public sector.
- To provide students direct experience with leaders on a current policy issue.
- To provide for or improve the following student competencies:
  a. To analyze different forms of power and the role of power in setting agendas.
  b. To distinguish and relate leadership roles in policy analysis, making, and conduct.
  c. To conduct cost-benefit and implementation analysis.
  d. To design an evaluation for a particular policy.
  e. To analyze budget restraints in policy making.
  f. To work in problem-solving groups.
  g. To uncover and develop unfamiliar resources of information.
  h. To work under the direction of an organizational or public leader.
  i. To communicate ideas effectively.

COURSE DESCRIPTION

The course examines leadership in policy making in organizations and the public sector. We examine the evolution of policy from the existence of a condition to the making of a problem, issue, and policy options. Continuing in this evolution, students then follow steps in policy making and conduct. The latter include implementation and evaluation. The course portrays this evolution as a cycle of policy in which problems emerge and are addressed in policies which may create new problems to be addressed in policy making.

The course incorporates elements of other parts of the Jepson curriculum. For example, stage theory of moral development has an analogue in the cycle of policy. That is, there are stages in the development of policy in which leadership is crucial to move policy from one level to the next. Similarly, leadership in policy is spread over several organizational contexts, each of which has different leadership constraints and degrees of power for leaders. Also, organizational and political culture affects what issues are appropriate policy matters and when they may be addressed.

COURSE REQUIREMENTS

Students follow one policy issue during the semester and conduct three sequential and cumulative assignments related to it. The first assignment provides the student general background on the nature of a problem, its current dimensions, and recent changes that require policy making. In the second assignment, students examine several policy options to address the problem and analyze several of them in terms of some of the following factors: constituencies, benefits and costs, and aspects of the problem which are addressed. The final report, which is both written and oral, examines one particular option in depth and includes plans for implementation and evaluation. Students select the problem in conjunction with a public or organizational leader and work with that person to provide analysis and information directly relevant to a current policy matter. For example, students may work with a leader at the university on policies to promote diversity or with a state administrator on low-cost housing policies or Medicaid reform.

Students are required to participate extensively in this class. As instructor, I arrange learning experiences and facilitate student participation in them. Students have to do tasks and reflect on them in small groups and with the class. Classmates evaluate student participation as well as the instructor. I provide instructions on peer evaluation separately. Because participation is crucial to this class, students are expected to come to each class session. The instructor must be informed in advance of any absences that can be anticipated. Absences without legitimate reason adversely affect the final grade. Legitimate absences may include, but are not limited to, illness or injury, club or team trips away from campus, or family emergencies.

For each class, students are expected to prepare, on an index card, a report on the reading(s) for that class. This report should facilitate the recall of important elements of the reading and aid students in presenting information and questions for class discussion. Reports should briefly answer the following questions: What did the author say? What did you learn? What is it that you did not understand or disagreed with? I suggest that before the reading is done for any particular class, students make an effort to place the reading in a context of the course. What topic are we dealing with now? What are the important questions? What should I be looking for in this reading in relationship to what we have been discussing and are likely to discuss in class? This should give students something to look for in every reading, rather than being at the author's mercy, and should help prevent trying to absorb every element of a reading as if all elements were equally important. I have indicated some themes or questions for each class. They may help students shape a perspective for the reading. I collect the index cards regularly. A missing card or one which indicates inadequate reflection will cost one point from the student's grade.

REQUIRED TEXTS

Kingdon, J. *Agendas, alternatives, and public policies.*
Peters, G. B. *American public policy.*
Osborne, D., & Gaebler, T. *Reinventing government.*

Several other required readings will be available on reserve at the library. These are indicated with (R).

GRADES

Grades are constructed from three written assignments, a final exam, and assessments by a student's peers and the supervisor of the third assignment. Each of these elements has the following weight:

Written Assignments (40%)	
Assignment 1	10%
Assignment 2	10%
Assignment 3	20%
Assessments (40%)	
Peers	20%
Supervisor	20%
Final Exam	20%

WRITTEN ASSIGNMENTS

There are three cumulative written assignments in this course. They are intended to be synthesizing as well as to require students to draw upon readings, class presentations, and discussion. In this sense, they take the place of examinations to assess the mastery of the material covered. They should demonstrate knowledge and mastery of concepts from the particular section of the course we are studying. Students may revise and resubmit the first two written assignments. A revision should demonstrate considerable effort to incorporate the general comments on the first draft. A paper with a grade of B– or less may be resubmitted, but only if a student has worked with a tutor in the Writing Center.

The first two assignments are approximately 1,000 words in length; the third is longer. The exact length varies depending on the topic and the arrangements made with the field supervisor. Students hand the written portion of the third assignment to his/her field supervisor, with a copy to me. I have provided a list of issues that may be examined during the course of the semester. Students are welcome to select another one in conjunction with one or two classmates and with my approval. In rare circumstances, and for compelling reasons, I permit a student to work individually.

The issue selected should have the following characteristics:
- It should be related to some very large issue area, for example, the environment, health care, or education.
- It should be a limited and specific policy related to the large issue area.

- The issue should be one currently under consideration, one other groups are interested in and are discussing. The student selecting the issue should be working with and under the supervision of one of these groups.
- The issue should be well-defined and limited enough that the assignment can be completed on schedule.

It is essential that each student have a project supervisor for the third assignment and that work on the assignment begin with that person as soon as possible but no later than the tenth class meeting. With the project supervisor, the student narrows the policy area down to a specific focus relevant to a group's work to influence policy. The project supervisor must be willing to spend at least one hour a week with the student. Please note that the assignment must be completed by the 27th class meeting.

All three assignments should be written in memorandum form and should be addressed to the field supervisor. They should be very specific to the organizational context in which the student is working.

Written Assignment #1
The first assignment, "[Problem]: A Problem Whose Time Has Come," explains the nature of the problem, the dimensions of the problem, how the problem has grown or changed over time, any impact that technology has had in making the problem or in providing the means to deal with it, the conflicting values involved in the problem, reasons for previous inaction, and other relevant factors from the first part of the semester that explain how a problem becomes an issue. This assignment should include a bibliography, briefly annotated, of articles, books, and other resources useful in addressing the policy implications of this problem.

Written Assignment #2
The second assignment, "Dealing With [Problem]: An Opportunity for Problem Solving," examines options to deal with a specific issue related to the problem selected. This requires the student to formulate the issue, explain several different options to deal with it, recount any experience with those options, and examine the factors that enter into policy making (which we will examine in the second part of the course).

Written Assignment #3
The third assignment, "[Policy X]: Dealing With [Problem]," selects a particular option from several available ones. It examines why this seems the most preferred. It examines the policy in detail, especially costs and benefits, implementation strategy, and evaluation.

Please keep the following timeline in mind in the conduct of these assignments:

Session 4	Topics chosen and teams formed.
Session 8	Assignment #1 completed.
Session 10	Contracts with task supervisors complete. Timeline for assignment #3 completed and handed in.
Session 13	Assignment #2 completed.
Session 16	Progress report, including an assessment of the timeline due Session 10, completed and handed in.
Session 23	Outlined tasks for assignment #3 completed. Final elements of research and initial writing begins.
Session 27	All elements of assignment #3 completed.

I expect a minimum of 45 hours devoted to the three written assignments. That is a considerable amount of time, but it can easily be consumed without results in this kind of work if there is not adequate supervision and direction.

COURSE OUTLINE

Session	**Topic/Assignment**
1	Introductions and Logistics.

Section 1: Leadership as Issue Making

2	Tragedy and Leadership in the Commons: The Ground Zero of Policy. When does individual freedom impinge on the public good? When do private acts warrant public regulation? Reading: Hardin. The tragedy of the commons. [On reserve (R)].
3	The Faces of Power. Why do people not act on problems? What prevents problems from becoming issues? Reading: Gaventa. Power and participation, pp. 3-25. (R) Assignment: Small group work in preparation for assignment #3. Students will decide on issues and organizational sponsors by this date. Groups of 3 or 4 are preferred.
4	The Culture of Public Problems and the Values of Policies. How are problems screened by culture? What values frame our response to public problems? Readings: Gusfield. The culture of public problems, pp. 1-23, 36-50. (R) Reich, pp. 1-12. (R)

5 The Value Premises of Policies and the Public Nature of Problems.
When and how do problems become public problems? What values frame our response to public problems?
Readings: Kingdon, pp. 1-22 (skim), 95-121; Peters, pp. 364-379, 1-16.

6 Survey of Issue Areas and Specific Initiatives.
What problems are in the forefront for public action? Why?
Readings: Peters, last part of book.
Assignment: Students will report on state-legislative agendas and from one of the four chapters in Peters' book.

7 Group Preparation for Reports on Problems Whose Time Has Come.
Assignment #1 is due.

8 Reports on Problems Whose Time Has Come

Section 2: Leadership in the Context of Public Problem Solving

9 Government Participants.
Who participates in government in making policy? Who shapes policy making? How do they do it?
Readings: Kingdon, pp. 1-22, 23-47, 48-74.

10 Processes.
What models do people offer to describe the process of policy and decision making?
Your contracts with a project supervisor for Assignment #3 are due today. Please submit a timeline for Assignment #3.
Readings:
Kingdon, pp. 75-94.
Heifetz & Sinder. Political leadership. (R)
Salisbury. An exchange theory of interest groups. (R)

11 The Mix and Stream of Policy.
How are interests combined and traded off in making policy? What political factors influence the formulation of policy and building consensus?
Readings:
Kingdon, pp. 122-151, 152-172.
Greider, W. The political education of David Stockman. (R)

12 Policy Windows and Summation.
What actions can leaders take to influence the formation of policy?
Readings: Kingdon, pp. 173-204; Peters, pp. 17-36.
Assignment: Group work for reports on Dealing With an Issue: An Opportunity for Progress.
Assignment #2 due today.

13 Policy Windows and Summation (continued).
Readings:
Moore. What sort of ideas become public ideas. (R)
Majone. Policy analysis and public deliberation. (R)
Assignment: Oral presentations on Dealing With an Issue: An Opportunity for Progress.

Section 3: Leadership Tasks in Policy Making and Conduct

14 Formulation.
Why and how do leaders define issues differently?
Readings: Peters, pp. 41-66.
Kathlene, L. Studying the new voice of women in politics. (R)

15 Legitimating Policy Options.
How do leaders win acceptance for their policies?
Readings: Kingdon, pp. 205-218; Peters, pp. 67-84.
Reich. Policy making in a democracy. (R)

16 Cost-Benefit Analysis.
How do we calculate the costs and benefits of a particular policy?
Reading: Peters, pp. 349-363.

17 Budgeting.
How much do we spend? On what? How do we decide? Where does the money come from and go to at different government levels?
Reading: Peters, pp. 113-149.

18-19 Group Work on Assignment #3.

20 Implementation.
What factors go into making sure that the intentions of policy are achieved? How can you conduct an implementation assessment?
Readings: Peters, pp. 84-113; Osborne & Gaebler, pp. 332-348; Chase (R); Salamon (R).

21 Evaluation.
How do you acquire information to improve policy conduct and to measure its results?

Readings: Peters, pp. 149-168; Osborne & Gaebler, pp. 349-359.

Section 4: New Approaches in Public Policy Conduct

22 Reinventing Government.
Readings: Osborne & Gaebler, pp. xv-xxii, 1-24, 25-48.

23 Competitive Government and the Market.
Readings: Osborne & Gaebler, pp. 76-107, 280-310.

24 New Goals for Public Action.
Reading: Osborne & Gaebler, pp. 108-194.

25 New Partners in Policy.
Readings: Osborne & Gaebler, pp. 49-75, 250-279.
Couto. Grassroots policies of empowerment.

26 Anticipatory Government & Principles of Good Policy Practice.
Readings: Osborne & Gaebler, pp. 219-249; Peters, pp. 173-208; Osborne & Gaebler, pp. 311-331.
Schorr, L. *Within our reach*, pp. 256-283.

Section 5: Dealing With Policies: A Strategy for Success

27 Group Work on Oral Presentations.

28 Oral Presentations.

29 Final Exam.

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COURSES ON COLLEGE AND UNIVERSITY CAMPUSES

The common thread of all of the courses detailed in this section is that they are offered for academic credit by their respective institutions. Some are undergraduate courses and some are for graduate-level students. The disciplines represented are varied, including psychology, sociology, education, business, public policy, and political science.

Because of the large quantity of submissions for this section, the principal criterion for inclusion of a course was the presence of an element or perspective which was particularly fresh or unusual. These courses include interesting uses of experiential learning, community internships, out-of-the-ordinary texts, creative assignments, or methodologies which challenge the traditional role of the student in his or her learning.

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Fresno Pacific College, Richard Kriegbaum 63
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Georgetown College, L. Bert Hawkins 64
Student-development theory and its application to residential life.

Gettysburg College, William Rosenbach & Thane Pittman 66
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Harvard University, Ronald A. Heifetz 67
An examination of the exercise of authority.

Harvard University, Ronald A. Heifetz 70
A course designed to give students a fundamental and practical understanding of leadership.

John Carroll University, Benjamin Forbes 73
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A multidisciplinary look at leadership and decision making.

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Ohio State University, Dale Safrit 80
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Texas A&M University, P. Karen Murphy 85
Moral perspectives and obligations of leadership.

University of Akron, Reene Alley 87
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University of California–Santa Barbara, Naomi Johnson 89
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A communication course on theories and research pertaining to leadership in group, organizational, and societal settings.

University of Maryland, Bruce Adams 95
A seminar to introduce future policy makers to leadership principles and practices.

University of Michigan, Barbara Kritt 98
A sociology course for underclassmen who are interested in learning about leadership, groups, and organizations.

University of Michigan, Tami Goodstein 100
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University of Nebraska–Omaha, Ethel Williams 102
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University of North Carolina–Chapel Hill, Gordon P. Whitaker 109
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University of Redlands, James R. Appleton 116
An introductory course for entering freshmen identifying definitions of, ideas about, and styles of leadership.

University of Tampa, Dana T. Fogg 117
A two-part leadership laboratory for MBA students including an outdoor team-building program and an organizational simulation.

University of Tennessee, E. Grady Bogue 118
A graduate-level course focusing on educational leadership.

University of Vermont, Robert L. Larson 121
A seminar advocating proactive leadership including initiation, movement, and goal attainment.

University of Virginia, Larry Decker 124
A review and analysis of the reform of educational-leadership development.

Virginia Commonwealth University, Gilbert W. Fairholm 125
A course examining executive leadership from the perspective of public administration.

Virginia State University, Cynthia Mayo 128
Leadership education for students who are aspiring to be employed in the hospitality industry.

Western Michigan University, Patrick M. Jenlink 129
A critical examination of principles of leadership-theory construction and practice of leadership skills in the context of educational leadership.

Coleman College

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Leadership

COURSE DESCRIPTION

Leadership is clearly teachable. The primary focus of this course is based upon this guiding principle. Traditional, authoritarian approaches to leadership have proven wholly inadequate to solving society's problems. There appears to be a significant shortage of effective leaders at all levels and in all types of organizations. It has been said that society and business organizations in general suffer from a severe leadership vacuum.

The primary purpose of this course is to provide each participant with a general understanding of the history, theory, qualities and skills, leadership styles, power and influence, diversity and gender issues that are characteristic of this field of study. This graduate-level course is a primary foundation of the MBA Leadership-Technology program.

COURSE OBJECTIVES

Upon completion of this course, the student will have the knowledge, skills, and competencies required to:

- Explain the differences and similarities between the fields of leadership and management.
- Discuss the foundational leadership theories and their relationship to the science of management.
- Apply leadership skills in an organizational context.
- Examine the ever-present question: What defines a good leader?
- Identify one's own leadership style.
- Assimilate the literature and synthesize a modern leadership paradigm, taking into account the issues of diversity and gender.
- Apply the principles of power and influence as they relate to the achievement of personal and organizational goals.

COURSE REQUIREMENTS

- Term Paper: Topic must be approved by instructor; specific details will be discussed.
- Classroom Presentations on selected topics.
- Midterm Exam.
- Final Exam.

COURSE OUTLINE

Session	**Topic**
1	Parables of Leadership; Summary of Management Philosophies; Overview of the Grid: Blake and Mouton; What Leaders Really Do: Kotter; Managers and Leaders: Are They Really Different: Zaleznik.
2	Theory and Research for Developing a Science of Leadership: Blake and Mouton; Theory X and Theory Y Revisited: Carbone; The Four Competencies of Leadership: Bennis; The Un-Manager: Rhodes; Quality Leadership for Quality Teams: Miskin and Gmelch.
3	The Building Blocks for Good Leadership: Adair; How Do Leaders Get to Lead?: Lombardo; Work of the Leader: Pagonis; Leadership: Sad Facts and Silver Linings: Peters; The Underlying Relationship Between Creativity, Innovation and Entrepreneurship: Fernald.
4	Tracing the Evolution of Leadership Styles: Kleiner; Johari Window: Luft & Ingham; How to Cultivate Your Management Style: Keegan; So You Want to Know Your Leadership Style?: Hersey and Blanchard.
5	Midterm Exam The New Breed of Leaders: From Transactional to Transformational Leadership: Learning to Share the Vision: Bass.
6	The Influence Factor; Power is the Great Motivator: McClelland and Burnham; Power, Success, and Organizational Effectiveness: Kotter; How to Deal with Resistance to Change: Lawrence.
7	Ways Men and Women Lead: Epstein; Gender Stereotypes and Dimensions of Effective Leader Behavior: Siegfried; Leader Diversity and Leadership Challenge: Morrison; Global Leadership Competencies: Managing to a Different Drumbeat: Lobel.
8	MBA: Is the Traditional Model Doomed? Discussion of *Harvard Business Review* World Leadership Survey; Review.

9 Final Exam.

FINAL EXAM

Each question must be answered completely. Support all of your statements with specific information, citations, and documentation. Your answers to each question must be no longer than one typewritten page. Answers must be clear and concise. Each question and its corresponding response must appear on a separate page.

1. Discuss the following statement: "Leadership is clearly teachable." Make specific references supporting your beliefs.
2. Explain and discuss the similarities and differences between the fields of leadership and management.
3. What leadership style is most effective for the modern business leader?
4. What are the primary differences between transactional and transformational leadership? Provide examples of each.
5. Explain how a leader implements change within an organization.
6. Identify a hypothetical leadership mission. Utilizing the Bennis model of the "Four Competencies of Leadership Effectiveness," translate each competency into specific terms.
7. Explain the relationship between power and personal influence in achievement of organizational goals.
8. Discuss the importance of utilizing motivational techniques in the achievement of organizational goals. (Make references to motivational models identified in class.)
9. Discuss the difficulties a leader encounters in communicating a leadership vision. (Use the Kash model as a basis for your discussion.)
10. What is the ideal leadership paradigm? Provide a diagram to support your discussion of the model.

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Cuesta College

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Leadership

COURSE DESCRIPTION

The course defines leadership and the skills associated with effective leadership. Also defined are the roles that self-awareness, planning, ethics, communication, motivation, delegation, politics, and time management contribute to organizational structure, mastery of leadership principles, and acquisition of leadership skills.

COURSE OBJECTIVES

- To develop an understanding of the role leadership plays in the effectiveness of organizations.
- To advance students' ability to distinguish effective versus ineffective leadership styles and methods.
- To increase students' awareness of their own leadership style and effectiveness.
- To improve students' leadership skills.
- To explore and evaluate the ethical and influential dimensions of leadership.
- To provide small group experiential exercises which will permit the student to experiment with and evaluate various leadership behaviors and skills.
- To examine critically the apparent characteristics of effective leadership and to encourage students to consider ways to shape their own future leadership style, goals, and values.

COURSE REQUIREMENTS

Grades will be based on a point scale:

Attendance (31 at 5 pts. each).	maximum 155 pts.
Four Reaction Papers (20 pts. each).	80 pts.
Book Analysis.	100 pts.
Group Project Presentation and Discussion (15-20 minutes).	50 pts.
Ten Required Assignments from Text, *Communicating in Small Groups* (10 pts. each).	100 pts.

Eleven Extra Credit Assignments from Supplemental Text, *Skills for Leadership, Working with Volunteers* (5 pts. each).	55 pts.
Final Exam.	100 pts.
Attendance Bonus:	
No Absences During the Semester.	35 pts.
One Absence During the Semester.	15 pts.
Two Absences During the Semester.	10 pts.
Total Number of Possible Points.	585 pts.

COURSE TEXTS

Required:

Beebe, S. A. et al. (1989). *Communicating in small groups, principles and practices* (3rd ed.). HarperCollins Publishers.

Bergher, K. *Supplemental readings and activities.*

Supplemental Materials:

Morrison, E. K. (1983). *Skills for leadership, working with volunteers* (Vol. 1). Arizona: Jordan Press.

August-to August Calendar/Organizer, Mixed Role Productions.

COURSE ASSIGNMENTS

Book Analysis

The objective of this assignment is to increase your understanding of an important interpersonal dynamic called "leadership." For you to develop a more productive leadership style, you need to become aware of what techniques have been effective for other leaders and how they dealt with the tough issues that all leaders must face.

You will be asked to increase your awareness of alternative leadership styles by analyzing the biography of a major business, political, military, educational, religious, news media, or athletic leader. You can select any leader for analysis so long as: a) the person qualifies as the leader of a major organization; b) the book is a biography written in an objective style—that is, not for the purpose of glorifying the leader; and c) the book provides detailed information on the leader's upbringing, philosophy, style, and effectiveness.

Your book must provide you with sufficient information to respond to the following topics, each of which must be addressed in your analysis if it is to be fully successful:

- Bibliographical citation for your book: author(s), title, publisher, and date of publication. (Possible 10 points.)
- Background information (education, publications, jobs, awards, associations, etc.) for the book's author(s). (Possible 10 points.)
- Why you chose to read about this leader. How this leader's story relates to your current occupational and leadership interests and plans. (Possible 10 points.)
- A summary of what the book says about the individual's leadership philosophy, leadership style, leadership tactics, and leadership effectiveness. Not to exceed one to two pages. (Possible 10 points.)
- A description of two motivational techniques used by this leader to get optimal performance from his/her followers. Why did these techniques work for this leader, and in what situations do you think these techniques would work for you? (Possible 10 points.)
- A leadership style has to be appropriate for a specific situation if it is to be highly effective. Was your leader able to adjust his/her style to take account of changing circumstances? In what situations was your leader's style most effective? In what situations was your leader's style least effective? (Possible 10 points.)
- A description of some of the moral/ethical dilemmas faced by your leader. Describe in depth one of these ethical dilemmas and the choices made by the leader in this situation. Would you have made the same choices and why or why not? (Possible 10 points.)
- A description of some leadership skill your leader has which you would like to develop. Identify the barriers to your development of this skill and your strategy for acquiring this skill. (Possible 10 points.)
- Given that you rarely start as the leader of an organization and almost always are the follower of another leader, what did you learn from this book that will make you a more effective follower in the future? (Possible 10 points.)

Written and Oral Presentation/Group Project

Some hints for organizing your outline for your panel presentation:

- Define the problem in general terms.
- Describe and analyze the problem in-depth, and be specific.
- Suggest possible solutions.
- Select the best solution.
- Plan how the solution should be put into effect.

It is suggested that each student take on a different step (as outlined above) so that there is no duplication of efforts created for your final presentation.

Possible projects/topics:

- Make an appointment with the college president, vice president of Educational Services, and the vice president of Student Services to discuss what each feels to be the most pressing issue that Cuesta must face over the next one to three years. Research each administrator's response and present your findings to the class.
- Research what is being done in San Luis Obispo, or the city of your choice, to fight substance abuse. Is there a

problem? How serious is the problem? What are possible solutions?

- What is your community/college/workplace doing about environmental issues?
- Should students evaluate instructors? If so, how?
- In what ways could instruction at Cuesta be improved? In what ways could student services be improved?
- How could student motivation be increased?
- What opportunities are being offered for minority or physically challenged students?
- Your group may propose a topic to the instructor.

Each member of your group must turn in to your instructor, at the time of your group's presentation, a typed copy of your presentation.

Reaction Papers

You will be asked to write four reaction papers from any of the articles provided in the required workbook, *Supplemental Readings and Activities*. Reaction papers differ from the usual paper in that what you are asked to write about are your personal thoughts and feelings rather than the reporting of textbook lecture facts. The dictionary defines reaction as "an action in response to a happening, stimulus, etc." For example, the *Time* magazine essay on "The Devil in the Hero" might affect you enough to write a reaction paper to it. Still another article might motivate or affect you in a different way.

In other words, a reaction paper is not a reporting of "what happened." It is a reporting of feelings and thoughts generated by experiencing what happened, whether it is reading about, hearing, seeing, or directly experiencing what happened.

For example, if I speak loudly to a student for being late to class, you are reporting your reaction to my actions. A factual report would state, "My instructor yelled at a student who was late to class and told him if he was late again he would fail the class." A reaction paper deals with how you felt about the event, and what you thought about during and after the event. Personal statements such as, "I was upset, mad, glad, scared" are reaction statements, as are thought statements such as, "I don't want to be late," "I won't take another class from her," or "I wanted to yell at the instructor."

As you start a reaction paper, begin by asking yourself: How do I feel about this? What thoughts occur to me in relation to this? What does this make me want to do? Remember, your thoughts and feelings are important and do affect what and how you learn.

You may choose as many as four different articles to write on. Be aware of their due dates in the syllabus. Your reaction paper must be typed (do not double space), a minimum of two pages, and a maximum of four pages.

COURSE OUTLINE

Session	Topic/Assignment
1	Course Overview.
2	Individual Approaches to Leadership, Part I. Read Beebe, Chapter 10.
3	Individual Approaches to Leadership, Part II.
4	Individual Approaches to Leadership, Part III. Read Beebe, pp. 61-70. Assignment #1, Extra Credit #1.
5	Individual Approaches to Leadership, Part IV—Myers-Briggs. Assignment #2.
6	Personal Considerations in Leadership, Stress Management
7	Personal Considerations in Leadership, Time Management. Reaction Paper #1.
8	Exercises. Extra Credit #2, #3.
9	Solving Problems Creatively. Read Beebe, Chapter 7. Assignment #3.
10	Exercises. Read Beebe, Chapter 8. Assignments #4 and #5.
11	Establishing Supportive Communication. Read Beebe, Chapter 5. Extra Credit #4.
12	Communication Through Effective and Active Listening. Read Beebe, Chapter 6. Reaction Paper #2.
13	More Communication.
14	Exercises.
15	Exercises.
16	Gaining Power and Influence. Read Beebe, pp. 70-85. Extra Credit #5.

17 Motivation Techniques, Part I.
Read Beebe, Chapter 3.
Assignment #6.

18 Improving Performance Through Motivation, Part II.
Extra Credit #6.

19 Delegation.
Extra Credit #7.

20 Delegation Readiness.
Reaction Paper #3.

21 Conflict Management and the Essence of Leadership.
Read Beebe, Chapter 9.
Extra Credit #8.

22 Conflict Management Strategies.

23 Conducting Effective Group Meetings.
Read Beebe, Chapter 11 and Appendix B.
Assignment #7.

24 Oral Presentations.
Read Beebe, pp. 279-283 and Appendix A.
Assignment #7, Extra Credit #9.
Group Projects due.

25 Oral Presentations.
Read Beebe, Chapters 1 and 2.
Group Projects due.

26 Group Dynamics, Part I.
Assignment #9, Reaction Paper #4.

27 Group Dynamics, Part II.
Assignment #10, Extra Credit #10.

28 Ethics in Leadership.
Extra Credit #11.

29 Leadership, Management, and Ambiguity.
Book Analysis due.

30 Twelve Angry Men, Part I.

31 Twelve Angry Men, Part II.

* * *

Cuesta College

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Practical Applications of Leadership

COURSE INTRODUCTION

This course will provide individual credit to Student Senate members who have successfully completed or are concurrently enrolled in Leadership 61 or students interested in practical leadership experiences as volunteers to the ASCC organization. Credit is given for attendance at Student Senate meetings and for experience in project and program development during class or other times. Credit is also given for campus, club, and senate committee participation reports and the end-of-semester final. For students taking Government 62 for the first time, credit is also given for Reaction Papers.

COURSE PURPOSE

The purpose of this course is to provide the student with the opportunity to experience leadership in action.

This course will:
- Provide practical experience in management and getting things accomplished.
- Give academic credit to students who sacrifice and give of their time to serve their constituents and the community.
- Provide opportunities for successful project development.
- Provide the chance to experience the inner workings of government, democracy, and group relations.
- Provide an opportunity to understand and model qualities critical to effective leadership techniques.
- Develop an understanding of shared governance and how effective student involvement in college governance can guide a student's development and understanding of the college.

LEARNING OUTCOMES

The individual will have the chance to participate as a member or observer of the Student Senate and will have the opportunity to be a part of student-initiated projects for both on-campus and off-campus communities. The learning opportunities, long-lasting friendships, and important contacts are unquestionable benefits for students, whether they are involved in one-time-only events or programs with a long history.

HOW IS CREDIT OBTAINED?

Service hours will be earned when students participate in project planning, activities, position responsibilities, required office hours, and class attendance. First-time Government 62 students will be expected to review materials in the required text and to respond with Reaction Papers. Students will also be tested on knowledge of materials, programming and legislative activities, campus governance, the Constitution, bylaws, and policies of the Associated Students in a comprehensive final at the end of the semester. The student has the opportunity to earn one to three units based on the amount of hours involved, Reaction Papers, committee participation reports, and final.

REQUIRED TEXTS

Bergher, K. *Workbook: Supplemental Readings.*
Bergher, K. *Workbook: References.*
Robert's Rules of Order.
ASCC Reference Book to Clubs and Organizations.

Optional Materials:
August-to-August Calendar/Organizer, Mixed Role Productions.

GRADING

For One Unit Credit:

Maximum of 60 hours participation/ volunteer involvement (2 pts./hr)	120 pts.
Ten Reaction Papers (First-time Government 62 students only)	300 pts.
Standing Committee Reports (Experienced students only)	100 pts.
Post-meeting Reaction Sheets (Experienced students only)	100 pts.
Activity/Project/Position Report (Experienced students only)	100 pts.
Final (Everyone)	100 pts.

Point Scale:

490-441	A
440-392	B
391-343	C
342-294	D
293 & below	F

For Two Units Credit:

Maximum 120 hours participation/ volunteer involvement (2pts./hr)	240 pts.
Ten Reaction Papers (30 pts. each) (First-time Government 62 students only)	300 pts.
Standing Committee Reports (Experienced students only)	100 pts.
Post-meeting Reaction Sheets (Experienced students only)	100 pts.
Activity/Project/Position Report (Experienced students only)	100 pts.
Final (Everyone)	100 pts.

Point Scale:

610-549	A
548-488	B
487-427	C
426-366	D
365 & below	F

For Three Units Credit:

Maximum of 170 hours participation/ volunteer involvement (2 pts./hr)	340 pts.
Ten Reaction Papers (30 pts. each) (First-time Government 62 students only)	300 pts.
Standing Committee Reports (Experienced students only)	100 pts.
Post-meeting Reaction Sheets (Experienced students only)	100 pts.
Activity/Project/Position Report (Experienced students only)	100 pts.
Final (Everyone)	100 pts.

Point Scale:

710-649	A
648-568	B
567-497	C
496-426	D
425 & below	F

REACTION PAPERS

These are required of students taking Government 62 for the first time.

1. After reviewing the chapter on student government, answer the following:
   - Why am I involved?
   - What do I expect to gain from my experience?
   - What do I feel is a quality definition of student government?
   - How do I plan to promote student government to other students?
   - Why do I believe shared governance is important?

2. Respond to the following regarding student leadership:
   - How can I balance my volunteer work with academics, personal goals, and life experience?
   - What is my personal commitment to the success of Student Senate?
   - How do I see myself (or not) as a leader?

3. Goal setting is a critical component to life planning. Respond to the following:
   - Why did I answer what I did on the Goal Identification exercise?
   - Discuss two goals that I expect to accomplish as a member of Student Senate. Write in goal statement format.

4. Write a one-page Reaction Paper on how you plan to utilize the Three R's of Volunteerism for yourself and others.

5. Write an observation of the last Senate meeting. What was your role in that meeting? If you were to critique it, how would you rate it according to the forms in the chapter? Were good meeting management techniques used? Which ones? If not, why not?

6. Create a mock calendar of programming ideas for the next semester. Use actual dates and times for that semester.

7. You are a committee chairperson for a project/program of your choice. Using the worksheets in the chapter, complete forms by outlining what would need to be done and who would do it to accomplish these tasks. Remember, this is a "mock" exercise.

8. Why should student leaders know their budget? Explain the purpose of a Budget Expenditure list. Why do we need contracts?

9. Going back to your project/program for Reaction Paper #7, describe how you would promote your project/program to students.

10. Describe what you feel the Student Senate's strengths and challenges are to work on and carry over into next semester.

COURSE OUTLINE

Session	Topic/Assignment
1	Orientation/Introduction.
2-3	Student Senate.
4	LOS GUYS performance. Reaction Paper #1—Student Government.
5	Student Senate. January Time Sheets due. Contracts/Class Schedule.
6	Group Dynamics, Orientation to Leadership Responsibility. Reaction Paper #2—Student Leadership.
7	Student Senate. (Must have taken a position)
8	Student Senate.
9	Student Community Liaison Committee (SCLC) Meeting—City Hall.
10	All-day Senate Spring Retreat. Reaction Paper #3—Goals. Reaction Paper #4—Volunteerism.
11	Student Senate.
12	Group Dynamics. Reaction Paper #5—Meeting Management.
13	Student Senate. February Time Sheets due.
14	THE EVES Performance. Post-meeting Reaction Sheet due.
15	Student Senate.
16	Health Fair.
17	Group Dynamics. Reaction Paper #6—Programming.
18	Blood Drive.
19-21	Student Senate. Reaction Paper #7—Committee Management.
22	Group Dynamics. Reaction Paper #8—Budget & Contracts. March Time Sheets due.
23	Student Senate.
24	SCLC Meeting—City Hall.
25	Group Dynamics. Reaction Paper #9—Publicity/Promotions.

26	Student Senate.
27	EDWARD JACKMAN performance.
28	Student Senate.
29	Group Dynamics, Executive Board Elections. Reaction Paper #10 due. Standing Committee Report due.
30	Student Senate. Notebook due. April Time Sheets due.
31	Last Senate Meeting, Concluding Year. First Senate Meeting, Upcoming Year.
32	Review for Final. Performance Evaluations due. Position Report due. May Time Sheets due.
33	Final.

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Fresno Pacific College

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President's Leadership Seminar

COURSE DESCRIPTION

The President's Class is an honors program that recognizes and assists students with high academic ability and demonstrated potential for significant Christian service and leadership.

COURSE GOAL

To enhance the Christian leadership effectiveness and potential of each student.

COURSE OBJECTIVES

- To gain an understanding of biblical ideals and models of leadership.
- To enhance interaction among students with leadership potential for mutual stimulation, networking, and accountability.
- To increase self-awareness regarding leadership gifts, styles, and potential.
- To interact with College leaders for instruction, modeling, mentoring, and effective working relationships.
- To understand, evaluate, and apply key concepts for Christian leadership.
- To set significant personal goals.

COURSE RESOURCES

THE BIBLE, *Book of Nehemiah*
Greenleaf, Robert. *Servant Leadership*
Townsend, Robert. *Up the Organization*
Peters & Waterman. *In Search of Excellence*
Myers-Briggs. *Type Indicator*
Alexander, John. *Managing Our Work*
DePree, Max. *Leadership is an Art*
Kouzes & Posner tapes. *What Followers Expect from Leaders*
Habecker, Eugene B. *The Other Side of Leadership*
Covey, Stephen. *Seven Habits of Highly Effective People*

GRADING

Grades will be based on:

- Regular, on-time class attendance and active participation in class discussions.
- Knowledge of reading of assignments demonstrated by quizzes.
- Three (3) typed papers by stated due dates:
  - Goals (1-2 pages)
  - Group project report (1-3 pages)
  - Leadership Manual (3 pages or more).
- Final Exam.

COURSE OUTLINE

Session	Topic/Assignment
1	Introduction and Organization of Course. Distribute *Myers-Briggs Type Indicator.* Student Leadership Options – Marci Winans.

2 *Nehemiah*, Chapter 1.
Greenleaf, *Servant Leadership*, pp. 7-23.
Alexander, *Managing Our Work*, pp. 83-88.

3 Discussion of *Myers-Briggs Type Indicator* –
John Moore.
Nehemiah, Chapter 2.

4 *Nehemiah*, Chapter 3.
Greenleaf, pp. 24-48.

5 *Nehemiah*, Chapter 4.
Drucker, *The Effective Executive*, pp. 71-99.

6 Group Projects.

7 *Nehemiah*, Chapter 5.
Covey, *Seven Habits of Highly Effective People*.

8 *Nehemiah*, Chapter 6.
Kouzes & Posner tapes.
Habecker, *The Other Side of Leadership*,
pp. 73-88.

9 *Nehemiah*, Chapters 7 & 8.
Peters, *In Search of Excellence*, pp. 8-26.

10 *Nehemiah*, Chapters 9-12.
Peters, *In Search of Excellence*, pp. 200-234.

11 *Nehemiah*, Chapter 13.
Depree, *Leadership is an Art*, pp. 9-19.

12 Paper due: Group Project Reports.
Matthew, Chapter 4:17-25.

13 Townsend, *Up the Organization*, pp. 44, 46, 57,
98-99, 115, 137-143, 184.
Matthew, Chapter 10:1-11:1.
Paper due: Personal Plan with Goals.

14 Conclusions.
Depree, *Leadership is an Art*, pp. 117-136.
Matthew, Chapter 27:27-50.

15 Final Insights and Final Exam.
Student Perception Inventory.
Paper due: Leadership Manual.

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Georgetown College

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Student Development Theory and Its Application to Residential Life

COURSE GOALS

- To develop basic understanding of college student development/human development theory.
- To assist students in gaining deeper self-understanding, both personally and in relation to the residential-life role.
- To develop human relations and leadership skills applicable to residential life responsibilities.

COURSE PREREQUISITE

Participants must be newly selected residential life staff members or receive instructor's permission to enroll.

GRADING

Grades will be awarded on a pass/fail basis. A student must achieve a passing grade in order to become a residence life staff member. The weighing of components in grading will be as follows:

Participation and Attendance (mandatory)	20%
Written Assignments	40%
Project	40%

PAPER ASSIGNMENT

We will present a brief explanation of a number of student development theorists. The purpose is to allow you the opportunity to reflect on how these theoretical orientations relate to some of your life experiences. In addition, such knowledge will help you to better understand why we behave the way we do.

Your assignment is to relate the work of at least two of the theorists discussed with your personal experiences in a three- to five-page typed paper. Include discussions of the theories' perspective on student development, coupled with examples from your college/high school background. You may also comment on how studying these student-development theories will affect your performance as a Resident Assistant. Consult the resource list on the last page of the syllabus. Your instructor has additional information in his office. You are encouraged to discuss your paper with your instructors as you begin work.

GROUP PROJECT

The course allows you to discuss issues and develop personal skills relevant to the Resident Assistant position. One of the goals of the class is to relate the broad issues listed on the syllabus to the specific responsibilities of a student staff member. As a class, we will "brainstorm" a list of pertinent issues. The class will divide into groups of four to six members and develop one of the topics from the large list into a final presentation. The content, method, and presentation format must be approved by your instructor at least three weeks from the presentation date. Creativity is essential. Time will be spent during and outside of class to work on the project. The final presentation must be approximately 20 minutes in length.

COURSE OUTLINE

Week **Topic**

1 Introduction, Resident Assistant Role, Leadership Development.
- Introduce course content and its goals.
- Introduce the role of the resident assistant and familiarize students with its function in the residence hall.
- Develop an understanding of leadership development.
- Discuss leadership and its application to the staff member's role.

2 Values Awareness/Diversity.
- Define values awareness.
- Develop an awareness of how personal values are determined.
- Develop an acceptance and appreciation for differing values.
- Complete an exercise to develop awareness of personal values.
- Develop an understanding of how acceptance of differing values is crucial to the role of a staff member.
- Introduce class assignments.

3 Student Development Theory/Community Development.
- Introduce the developmental theories of Chickering, Kohlberg, Perry, and Gilligan (other theorists may be introduced at the discretion of the instructor).
- Discuss the implications of human development theories.
- Demonstrate the applicability of the theories to residence life and programming through role plays, case studies, and discussion.
- Introduce the concept of community development in the residence halls.
- Paper assignment given during this class period.

4 *Myers-Briggs Type Inventory.*
- Develop an understanding of the *Myers-Briggs Type Inventory.*
- Develop an awareness of temperament and type.
- Discuss the inventory results and their implications for working styles and relationships.
- Discuss the use of *MBTI* information in relation to community development and staff development.

5 Communication.
- Gain an understanding of interpersonal communication.
- Develop an awareness of nonverbal forms of communication and how subtle messages are often communicated.
- Develop assertiveness skills.
- Discuss effective methods of communicating in a counseling role (attending, reflecting, listening skills).
- Develop awareness of methods of effective conflict resolution and mediation.
- Practice various techniques of effective communication through role plays and exercise.
- Paper due.

6 Implications: Summary and Overview.
- Provide a summary and overview of course content.
- Discuss implications of course content as we put theory into practice as Resident Assistants.
- Discuss ways to understand and value diversity within the residential community.
- Identify activities for staff and residents which address student development and community development needs.

- Develop an understanding of the purposes and methods of programming in the residence halls.

7 Presentation of Final Projects.

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Gettysburg College

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Thane Pittman
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Working Effectively in Groups: The Role of Creative Leadership

COURSE DESCRIPTION

This seminar confronts the social paradox of how persons who collectively possess the technical competence, physical resources, and intellectual capacity to solve problems nevertheless sometimes are unable to work together effectively. In this seminar we study the psychological and social processes that determine whether small groups succeed or fail.

We begin the seminar by discussing the basic principles of group dynamics, primarily from a psychological and sociological point of view, including group decision making, conformity pressures, the exchange of resources and benefits, and communication patterns, emphasizing the characteristics of effective groups and of groups that fail.

For the remainder of the seminar, we turn to the topic of leadership as it has been and is currently viewed. This topic has several virtues. It has been the subject of a great deal of recent research and has been addressed from the perspectives of several disciplines, including history, management, political science, psychology, and sociology; there is no shortage of raw material. To the extent that the term conjures images of great men, born not made, who exert leadership by telling others what to do in a hierarchical structure, it is also seriously misunderstood. For example, the distinction between leaders and followers often is more apparent than real. In the typical group, members often serve as both leaders and followers at different times, and the relationship between these two roles is closer than conventional wisdom often recognizes. If leadership consists of getting things accomplished through others, then these others are critical to the leader's effectiveness. One is unlikely to be an effective leader if one has not been (and is not) an effective follower. The experience of following gives leaders perspective and enables them to share vision, communicate with empathy, treat people as individuals, and empower others to achieve shared goals and objectives. Effective followers and leaders easily move from one role to the other, but most of us are followers more often than we are leaders. So followership dominates our lives and our organizations, but preoccupation with leadership can keep us from considering the nature and fundamental importance of the follower.

Our primary methodology for the course is to model the subject. We emphasize group work, and we and the students will move back and forth between roles as followers and leaders.

COURSE TEXTS

Forsyth, D. R. (1990). *Group dynamics*, 2nd edition. Pacific Grove, CA: Brooks/Cole.

Larson, C. E., & LaFasto, F. (1989). *Teamwork*. Newbury Park, CA: Sage.

Rosenbach, W. E., & Taylor, R. L. (1993). *Contemporary issues in leadership*. 3rd edition. Boulder, CO: Westview Press.

COURSE OUTLINE

Session	Topic/Assignment
1	Journal keeping, discussion of readings, team assignments, and self-report questionnaires. Read: Forsyth, Chapters 1, 2, and 3; Larson & LaFasto, Chapter 1; Rosenbach & Taylor, Chapter 1.
2	Team-building exercise field trip.
3	Discussion of readings and field trip, *MBTI* feedback, and exercise. Read: Forsyth, Chapters 4 and 5; Larson & LaFasto, Chapters 3 and 4.

4 Discussion of readings and *Broken Squares* activity.
Read: Forsyth, Chapters 6 and 7; Rosenbach & Taylor, Chapter 5.

5 Discussion of readings & groupthink video: *Abilene Paradox*.
Read: Forsyth, Chapter 10; handouts.

6 Discussion of readings and construction activity.
Read: Forsyth, Chapter 12, pp. 364-387; Larson & LaFasto, Chapters 5 and 6.

7 Discussion of readings and X-Y activity.
Read: Forsyth, Chapter 13.

8 Discussion of readings and *Hollow Square* activity.
Read: Forsyth, Chapter 9.

9 Reading day.

10 Discussion of readings and feedback on PSQ.
Read: Rosenbach & Taylor, Introduction & Chapters 7-12.

11 Lecture and handout on leadership, leadership video, and discussion of readings.
Read: Rosenbach & Taylor, Chapters 1-4.

12 Feedback on transformational leadership instruments handout and video.
Read: Rosenbach & Taylor, Chapter 6.

13 Discussion of readings (issues of diversity) and Rossner article.
Read: Rosenbach & Taylor, Part III, Chapters 13-16.

14 Discussion of readings and team activity.
Read: Rosenbach & Taylor, Chapters 11, 13, and 17-21.

15-16 Open dates for catch-up or additional activities.

ADDITIONAL CLASS MEETINGS

We anticipate having several speakers, panels, or discussions that may occur in the evening. We will keep these to a minimum, but attendance is expected for those events that are scheduled.

GRADING

First Semester

Class preparation and participation	50%
Journal	20%
Project proposal	30%

Second Semester

Project	50%
Participation	30%
Journal	20%

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Exercising Authority: Power, Strategy, and Voice

COURSE INTRODUCTION

As we approach the end of the second millennium, political, social, and familial traditions of authority are in the midst of a severe crisis. Many of the problems are rooted conceptually and emotionally in difficulties related to authority. Attitudes toward authority are ambivalent. Many people distrust authority and are instinctively suspicious, hostile, and threatened by its potential for abuse. The paradox is that as the structure of society becomes more complex, people come to depend increasingly on the structures and functions of authority to provide safety and to promote collaboration. In many ways, contemporary individuals and groups are more dependent than ever on authority, and, in consequence, have also become more susceptible to and sensitive to its deficiencies. A basic premise of this course is that the ability of individuals to engage both the problems and potentials of our pluralistic public life is affected to a significant degree by the ways in which they conceptualize and use authority.

> As winter completes an age,
> The eyes huddle like cattle, doubt
> Seeps into the pores and power
> Ebbs from the heavy signet ring.
> —W. H. Auden

> A young woman once said to an old woman, "What is life's heaviest burden?" And the old woman said, "To have nothing to hold or carry."
> —A Jewish Tale

> Power is America's last dirty word. It is easier to talk about money—and much easier to talk about sex—than it is to talk about power.
> —Rosabeth Moss Kanter

> It is our basic need for order and deep fear of chaos that makes us draw lines. A world with no boundaries is a chaotic world. . . . By providing closure, boundaries make us feel more secure and protect us from the endless anguish generated by open-mindedness. Deadlines, for instance, help even perfectionists complete assignments. By closing our libidinal and possessional horizons, moral limits also help protect us from our own passions and ambitions, which are inherently insatiable. A world with no limits is a world of perpetual misery.
> —Eviatar Zerubavel

COURSE PURPOSE

The purpose of this course is to explore and extend one's understanding of authority in a way that is relevant to the achievement of public and personal purposes. This requires a basic grasp of the factors influencing the conferral and exercise of authority within the context of rapidly changing professional roles and organizational structures. Taking a multidisciplinary approach, the course provides a framework for exploring the social functions of authority, unconscious dynamics which affect the capacity to exercise authority, and the relationship between authority and leadership. Students are encouraged to develop and test their own conceptual framework for analyzing authority dynamics and to generate rules of thumb which can be used to sort through the substance of complex decisions they will face in a variety of relationships and institutional settings. The methodology permits observation and study of the exercise of authority in an experiential mode as it unfolds during class exercises.

COURSE READINGS

Readings are drawn from several disciplines including organizational behavior, philosophy, political science, business management, and the arts. All readings are on reserve in the Kennedy School of Government Library. A reading packet with most readings can be purchased. Readings that are not included in the packets can be purchased at the Coop or found in the KSG Library.

COURSE REQUIREMENTS

A two- to three-page assignment is due each week of the term. A final paper is due at the end of the semester.

COURSE GRADING

Classroom Work	30%
Weekly Papers	40%
Final Paper	30%

COURSE SCHEDULE

Week **Topic/Assignment**

1 "Things Fall Apart, the Center Cannot Hold": Contemporary Perceptions and Problems of Power and Authority.

Yeats, W. B. (1983). The second coming. In R. J. Finneran (Ed.), *The poems* (p. 187). New York: MacMillan.
Vaill, P. (1989). Permanent white water. In *Managing as a performing art* (pp. 1-32). San Francisco: Jossey-Bass.

2 Beyond Jargon and Ideology: The Essential Functions of Authority in Society and Its Institutions.

McCollum, M. (1990). Group formation: Boundaries, leadership, and culture. In J. Gillette & M. McCollum (Eds.), *Groups in context* (pp. 34-48). Addison-Wesley.
Alderfer, C. (1980). Consulting to underbounded systems. In C. Alderfer (Ed.), *Advances in experiential social processes* (pp. 267-295). New York: John Wiley and Sons.
Film Assignment: View *Lean on me.* A Warner Brothers film directed by John Avildson. Available on home video.

3 Dominance and Submission, Interpreting and Holding: Rethinking and Re-imaging Authority.

Pfeffer, J. (1992). Decisions and implementation [and] When power is used. In *Managing with power: Politics and influence in organizations* (pp. 3-31 [and] 33-48). Cambridge: Harvard Business School Press.
Csikszentmihalyi, M. (1993). Stress, strain, and hormones. In *The evolving self* (pp. 46-51). New York: HarperCollins.

Sennett, R. (1980). The fear of authority. In *Authority* (pp. 15-49). New York: Alfred A. Knopf.

Kolbenschlag, M. (1988). The abandoned self [and] The snow queen. In *Lost in the land of Oz: The search for identity and community in American life* (pp. 4-23 [and] 25-28). San Francisco: Harper and Row.

Benne, K. D. (1970, August). Authority in education. *Harvard Educational Review, 40*, 385-403.

4 Unleashing Power: Locating Purpose, Interpreting Meaning, Defining Task.

Senge, P. (1991). A manager's time. In *The fifth discipline* (pp. 302-305). New York: Doubleday.

May, W. F. (1990). Public happiness and higher education. In P. Palmer & B. Wheeler (Eds.), *Caring for the commonwealth* (pp. 227-251). Macon, GA: Mercer University Press.

Parks, S. (1986). Meaning-making: An activity of faith. In *The critical years* (pp. 9-27). San Francisco: Harper and Row.

Moore, T. (1992). Introduction [and] The soul and power. In *Care of the soul* (pp. xi-xx [and] 119-136). New York: HarperCollins.

Clifton, D. O., & Nelson, P. (1992). Strengths develop best in the context of mission. In *Soar with your strengths* (pp. 105-122). New York: Delacorte.

5 The Contours of Authority: Noticing, Marking Out, and Managing Boundaries.

Hirschhorn, L., & Gilmore, T. (1992, May/June). The new boundaries of the 'boundaryless' company. *Harvard Business Review*, 104-115.

Schein, E. H. (1992). Assumptions about reality, truth, time, and space. In *Organizational culture and leadership* (pp. 94-122). San Francisco: Jossey-Bass.

Harvey, J. (1980). The management of agreement. In *The Abilene paradox and other meditations on management* (pp. 13-37). Lexington, MA: Lexington Books.

Bridges, W. (1991). Managing the neutral zone successfully. In *Managing transitions* (pp. 34-49). Reading, MA: Addison-Wesley.

Joreen (1973). The tyranny of structurelessness. In Koedt et al. (Eds.), *Radical feminism* (pp. 285-299). New York: Quadrangle Books.

6 The Paternal and Maternal: Taking Up Roles, Managing Unconscious Processes.

Peters, R. S. (1973). *Authority and responsibility* (pp. 25-51). London: George Allen & Unwin.

Sennett, R. (1980). Paternalism, an authority of false love. In *Authority* (pp. 50-83). New York: Knopf.

Diebold, E., et al. (1993). *Mother daughter revolution: From betrayal to power* (pp. 3-31). Reading, MA: Addison-Wesley.

Mitscherlich, A. (1993). Mitscherlich and his uncomfortable thoughts (foreword by Robert Bly) [and] The invisible father. In *Society without the father* (pp. xii-xi [and] 137-165). New York: Harper Perennial.

Miller, J. B. (1992). Women and power. In T. Wartenburg (Ed.), *Rethinking power* (pp. 240-248). New York: State University of New York Press.

7 Authority and the Pressure to Meet Expectations: Regulating Distress, Taking the Heat.

Orwell, G. (1956). Excerpts from Shooting an elephant. In *The Orwell reader* (pp. 3-9). New York: Harcourt, Brace and Company.

Krantz, J., & Gilmore, T. (1990, November 2). The splitting of leadership and management as a social defense. *Human Relations, 43*, 183-204.

Kelman, H., & Hamilton, L. (1989). On breaking the habit of unquestioning obedience. In *Crimes of obedience: Toward a social psychology of authority and responsibility* (pp. 307-338). New Haven: Yale University Press.

Hirschhorn, L. (1988). The normal psychological injuries of work. In *The workplace within: Psychodynamics of organizational life* (pp. 19-39). Cambridge: MIT Press.

8 Authority and Authorship: Writing, Speaking, and Acting with Authority.

Havel, V. (1991). A word about words. In P. Wilson (Ed.), *Open letters, selected writings* (pp. 377-389). New York: Harcourt, Brace and Company.

Graddol, D., & Swann, J. (1991). The social meaning of men's and women's voices. In *Gender voices* (pp. 27-40). Oxford: Basil Blackwell.

McIntosh, P. (1985). *Feeling like a fraud* (pp. 1-13). Wellesley, MA: Stone Center for Developmental Services and Studies.

Diebold, E., et al. (1993). *Mother daughter revolution: From betrayal to power* (pp. 111-146). Reading, MA: Addison-Wesley.

Taylor, P. (1990, November/December). Can we talk? [Interview with Deborah Tannen]. *New Age Journal*, 31-108.

9 Authority and Presence: Authenticity, Courage, and Grace Under Pressure.

Labier, D. (1989). Surface sanity. In *Modern madness: The hidden link between work and conflict* (pp. 51-68). New York: Simon and Schuster.

Louis, M., & Sutton, R. (1991). Switching cognitive gears: From habits of mind to active thinking. *Human Relations*, *44*(1), 55-76.

Safire, W. (1992). Broadcaster John Hilton talks about talking. In *Lend me your ears* (pp. 523-526). New York: W. W. Norton & Co.

Sexton, A. (1975). Courage. In *The awful rowing toward God*. Boston: Houghton Mifflin.

10 Authority and Discernment: Choosing Wisely, Deciding Definitively.

Valles, C. (1986). The fear of choosing. In *The art of choosing* (pp. 15-22). New York: Doubleday.

Harvey, J. (1988). Group tyranny and the gunsmoke phenomenon. In *The Abilene paradox* (pp. 107-123). Lexington, MA: Lexington Books.

Glidewell, J. C. On fight and flight [and] On dependency and dependability. In *Choice points* (pp. 12-47 [and] 50-102). Cambridge, MA: MIT Press.

Brim, G. (1992). Looking for just manageable difficulties. In *Ambition* (pp. 29-52). New York: Basic Books.

11 Authority and Action: Taking Initiative, Accepting Responsibility.

Palmer, P. (1990). Action and contemplation: A living paradox. In *The active life* (pp. 15-34). San Francisco: Harper and Row.

Singer, I. B. (1991). The hotel. In M. Fowler & P. McCutcheon, *Songs of experience* (pp. 165-174). New York: Ballentine.

Hirschhorn, L. (1991). Introduction [and] Facilitating the team process. In *Managing in the new team environment* (pp. 1-6 [and] 47-75). Reading, MA: Addison-Wesley.

Bridges, W. (1991). Launching a new beginning. In *Managing transitions* (pp. 50-68). Reading, MA: Addison-Wesley.

12 Acknowledging Limits: Letting Go.

Johnson, L. (1992). Speech halting bombing in Vietnam. In W. Safire (Ed.), *Lend me your ears, great speeches in history* (pp. 383-390). New York: W. W. Norton & Co.

Fowler, M., & McCutcheon, P. (1991). Interview with Eleanor Roosevelt. In *Songs of experience* (pp. 362-363). New York: Ballentine.

Callahan, D. (1993). Can death be shaped to our own ends? [and] Living with the mortal self. In *The troubled dream of life* (pp. 11-22 [and] 120-155). New York: Simon and Schuster.

Eliot, T. S. (1968). The four quartets: Little gidding. In *Norton anthology of English literature* (Vol. II, pp. 1800-1806). New York: W. W. Norton & Co.

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Exercising Leadership: Mobilizing Group Resources

COURSE INTRODUCTION

The aim of this course is to give students a fundamental and practical understanding of leadership. The course is designed for people from various backgrounds and cultures. The purpose is to increase one's capacity to sustain the demands of leadership and to develop further one's ability to exercise both leadership and authority.

Drawing from several disciplines, the course develops a framework for diagnosing and intervening in political and organizational systems to generate adaptive work. Philosophy and biology provide a basis for understanding the concepts of paradigm, change, and adaption. Political science and business management lend perspectives for examining the functions of authority and for distinguishing these from the exercise of leadership. Social psychology offers insight into the dynamics of social systems and provides an approach to diagnosing what goes wrong in them. Music suggests a language for working with elusive qualities like harmony, inspiration, timing, conducting, creativity, listening, and resolution.

COURSE DESIGN

The course is designed to enable students to learn by a variety of means: lectures, case analyses, readings, films, structured exercises, and experience. In regard to learning from experience, each student presents a personal case study of leadership to his or her small consultation group that meets throughout the term. In addition, students analyze the dynamics common to many social systems facing adaptive work by analyzing the class itself as a case-in-point.

CONSULTATION GROUP SESSIONS

The full class is divided randomly into small groups of eight to ten students. The small groups meet for one and one-half hours a week at a time to be arranged (there are several options from which to choose). The purpose of these sessions is to give students a laboratory:

- To apply what they learn in class and in the readings to their professional experiences.
- To investigate ways to exercise leadership with and without authority.
- To discover and analyze the dynamics of how groups accomplish and avoid adaptive work.

The organization of these groups is described in detail in class. Briefly, on a rotating basis, each student prepares a case study from his or her professional experience and presents it to the group for consultation. A guide to preparing the case study is distributed in class. Also, on a rotating basis, each student serves as the designated authority for the group.

During the weekly debriefing sessions, the whole class participates in analyzing student cases in depth.

READINGS

All readings are on reserve in the Kennedy School of Government Library. A reading packet with most readings can be purchased. Readings that are not included in the packets can either be purchased at the Coop or found in the KSG Library.

COURSE REQUIREMENTS

- Complete and punctual attendance.
- A weekly written analysis of the consultation group sessions (two to three pages).
- Presentation of a case study to the small group.
- Several short written assignments.
- A major paper, which can be based on the case study, analyzing aspects of leadership (approximately 15 pages).
- No exams.

GRADING

Classroom Work	30%
Weekly Papers	30%
Major Paper	40%

COURSE SCHEDULE

Session	Topic/Assignment
1	Introduction: What Does it Mean to be a Leader? Rost. *Leadership for the twenty-first century*, Chapters 2 and 4. Heifetz et al. Teaching and assessing leadership courses at the John F. Kennedy School of Government. *Journal of Policy Analysis and Management*, 537-548.
2	Orientation to the Consultation Group Sessions.
3	Leadership and the Process of Educating Groups. Plato. *The republic*, pp. 221-235. Gilette. Toward a practice of learning. In Gillette & McCollom (Eds.), *Groups in context* (pp. 15-33). Senge. *The fifth discipline*, pp. 3-26. Cortes. An interview with Moyers. In *A world of ideas II* (pp. 140-148).
4	Case Debriefing Session.
5	Leadership and the Nature of Adaptive Work. Argyris. Teaching smart people how to learn. *Harvard Business Review*. Heifetz & Sinder. Managing the public's problem solving. In Reich (Ed.), *The power of public ideas*. Freidel. The interregnum crisis [and] The hundred days. In *Franklin Roosevelt: A rendezvous with destiny* (pp. 79-105).
6	Case Debriefing Session.

7 Group Dynamics.

Freud. *Group psychology and the analysis of the ego*, pp. 1-36, 49-60.
McCollum. Group formation: Boundaries, leadership, and culture. In *Groups in context.*
Rice. Selections from "Learning from leadership." In Coleman and Bexton, *Group relations reader* (pp. 71-121).
Fisher. *Small group decision making*, pp. 166-180.
Arney. *Experts in the age of systems*, pp. 124-175, especially pp. 151-175.

8 Leadership and Authority.

Selznick. *Leadership in administration*, pp. 22-28, 134-154.
May. *The courage to create*, Chapters 5-6.
Tucker. *Politics as leadership*, pp. 59-67, 77-97.
Weber. The sociology of charismatic authority. In Gerth & Mills (Eds.), *From Max Weber: Essays in sociology* (pp. 245-250, 253-255).
Heifetz. Interview in *Inc. Magazine*.

9 Case Debriefing Session.

10 Assassination.

Neustadt. *Presidential power*, pp. 3-28, 152-153, 161-163, 176-177.
Musashi. *A book of five rings*, pp. 33-50, 95, skim 1-32.
Pearson. The martyr. In *The hero within* (pp. 98-115).
James. Expiation and atonement. In *Sacrifice and sacrament* (pp. 104-128).
Tracy. *The secret competition among women*, pp. 3-30.

11 Case Debriefing Session.

12 Leadership and Creativity.

Kuhn. *The structure of scientific revolutions*, pp. 77-91, 92-97, 111-173.
May. *The courage to create*, Chapters 1-4.
Grudin. *The grace of great things*, pp. 86-95.
Perkins. The shape of making. In *The mind's best work* (pp. 275-289).
Friedan. *The second stage*, pp. 15-18, 23-31, 38-41.

13 Case Debriefing Session.

14 Purpose, Task, and Work Avoidance Mechanisms.

Neustadt. *Presidential power*, pp. 169-172.
Steele. *The content of our character*, pp. ix-xii, 57-76.
Kegan & Lahey. Adult leadership and adult development. In Kellerman (Ed.), *Leadership multidisciplinary perspectives* (pp. 199-230).
Film Assignment in Small Groups.

15 Case Debriefing Session.

16 Intervention: Managing Chaos and Conflict.

Pruitt & Rubin. *Social conflict: Escalation, stalemate, and settlement*, pp. 1-24, 62-86.
Burns. *Leadership*, pp. 228-240.
Rukeyser. Kathe Kollwitz [and] Ann Burlak. In *The collected poems of Muriel Rukeyser.*

17 Case Debriefing Session.

18 Leadership and Listening (Sensing the Environment).

Mathieu. *The listening book*, pp. 24-25, 34-37, 43-45, 55-57, 69-70, 73-77, 117-121, 128-133.
Rogers & Roethlisberger. Barriers and gateways to communication. In *Harvard Business Review: On human relations*, pp. 294-305.
Neustadt. *Presidential power*, pp. 128-135.
Neruda. To acario cotapos. In *Fully empowered.*
Whitman. Proud music of the storm. In *The portable Walt Whitman.*

19 Evening Class #1.

20 Inspiration.

Neustadt. *Presidential power*, pp. 29-49.
Erikson. *Gandhi's truth*, pp. 229-254.
Havel, V. New Year's address. In *Open letters: Selected writings 1965-1990* (pp. 390-396).
Bellah, et al. Democracy means paying attention. In *The good society* (pp. 254-286).
Emerson. Self-reliance.

21 Evening Class #2.

22 Case Debriefing.

23 Film.

24	Partnership in Leadership. Walker. *The color purple.* Bly. An Interview. In Moyers, *A world of ideas II* (pp. 276-284).
25	Evening Class #3.
26	Case Debriefing Session.
27	Case Debriefing Session.
28	Summary: The Past and the Future. LaFarge, V. Termination in groups. In McCollum & Gillette, *Groups in context.*

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John Carroll University

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Management Skills Development

COURSE DESCRIPTION

This is an experiential, skill-oriented course designed to make students aware of a wide range of managerial styles and competencies and to help them develop their ability to perform these competencies. We will work on the specific managerial roles and competencies identified by Quinn's Competing Values Model. Finally, the student will be required to practice and integrate the managerial competencies in a realistic management simulation.

COURSE OBJECTIVES

The student will:

- Learn a framework of managerial competencies and values which integrates the various schools of thought in the field of management.
- Become aware of the variety of managerial skills necessary to function as an effective manager.
- Participate in exercises and activities designed to improve his/her ability to perform these various skills and behaviors.
- Prepare a long-term strategic plan for continued improvement of his/her managerial competencies.

COURSE TEXT AND MATERIALS

- Quinn, R.E., Faerman, S.R., Thompson, M.P., & McGrath, M.R. (1990). *Becoming a master manager: A competency framework.* New York: Wiley.
- Materials for *Looking Glass, Inc.* (Univ. Ed.)
- Handouts of relevant articles, etc.

INSTRUCTIONAL METHODS

Class time will primarily be devoted to discussion or participation in developmental activities such as group exercises and role playing. There will also be occasional videos and guest speakers.

COURSE ACTIVITIES

Management Assessments

- Competing Values Skills Assessment. This is a computerized assessment of management skills which is based on the text model that we will be using in class.
- Self-assessments from the textbook. You should also complete the self-assessments which begin each section of the book as they are assigned.

Textbook Assignments
The textbook is organized around eight key managerial roles. In addition, for each role, three competencies are presented. The sections on each competency all consist of five sub-parts: Assessment, Learning, Analysis, Practice, and Application. In general, when a chapter is due, you should complete all the ASSESSMENTS and read (or review) the LEARNING sections. We will then discuss these and complete the ANALYSIS and PRACTICE sections in class. The APPLICATION sections will be used for homework assignments.

Interview/Shadowing
You should interview a successful manager and attempt to discover which management skills they believe are most important and how they developed them. If possible, you should spend part of a day "shadowing" this person at work.

Management Simulation
You will spend three to four hours playing the role of an upper-level manager in a glass products manufacturing firm

in the Looking Glass, Inc. simulation. This realistic management game is widely used by major corporations as a management-development tool.

Management Log
You will be encouraged to practice the skills from the course in outside activities. A log of your attempts to use these skills must be kept. In the log you should report on the situation, what you were attempting to accomplish, the outcomes, and what you learned.

Small-group Activities
You will be assigned to a small group in which you will participate in classroom discussions, exercises, etc. At the end of the course you will be required to evaluate each other with respect to contribution to the group's activities.

Integration of Assessments and Course Learning and Strategic Plan for Continued Improvement
An individual paper integrating your learning from this course and planning for the future.

GRADING

Application Exercises	20%
Report on Interview	5%
Report on LGI	5%
Management Skills Log	5%
Integration/Planning Paper	25%
Midterm Exam	10%
Final Exam	15%
Peer Evaluation	5%
Attendance	10%

COURSE OUTLINE

Session	Topic/Assignment
1,2	Introduction, Chapter 1
3,4	Director Role, Chapter 2
5,6	Producer Role, Chapter 3
7,8	Coordinator Role, Chapter 4
9,10	Monitor Role, Chapter 5
11,12	Mentor Role, Chapter 6
13,14	Midterm Exam, Discuss Interviews
15,16	Facilitator Role, Chapter 7
17,18	Innovator Role, Chapter 8
19,20	Broker Role, Chapter 9
21-24	Integration, Chapter 10
25,26	Looking Glass Inc.
27,28	LGI Debriefing
29	Wrap up, Other (?)

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Keuka College

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National Leadership and Decision Making

COURSE DESCRIPTION

This is an upper-level course to be taken after most other core requirements are completed. It provides students with guidance in their application of interdisciplinary knowledge to problem solving. Students are challenged to practice inquiry, analysis, and synthesis. Students are expected to demonstrate competence in oral and written expression.

National Leadership and Decision Making will focus on the process of decision making at the federal level and the role of leadership in both defining decision options and administration of policy. Case studies will challenge students to comprehend competing perspectives of scientists, engineers, managers, and politicians in the policy-making process. The case study on creating a new world order will extend integrative analysis to problems of global proportions. Models of leadership will be drawn from both public and private sectors.

COURSE GOALS

Identification of the Problem
- The student will demonstrate the ability to examine a problem from multiple perspectives, including scientific, social-psychological, political, and historical.
- The student will demonstrate an ability to integrate knowledge and to establish the relative coherence of ideas necessary to evaluate decision making in national politics.
- The student will demonstrate an ability to identify reciprocal relationships of knowledge and power of the various groups and constituencies interacting in national policy-making processes.
- The student will demonstrate the ability to analyze the affective components of a problem and to engage in personal assessment (of self, others, individual groups, institutions, and culturally diverse segments of the American population).

Solving the Problem
- The student will synthesize elements into a new form or whole. Case studies presented in the course will model

this process; student-generated case studies will require analysis of competing perspectives.

- The student will show ability with self-assessment, valuing, and judging knowledge against appropriate criteria.
- The student will comprehend the values and knowledge appropriate to collaborating with professionals from disparate fields.

COURSE REQUIREMENTS

- Each student will write in a six-by-nine spiral-bound journal on a regular basis. Twenty-four entries will be required. The journal will account for 30% of the term grade. Half the entries must be responses to the reading.
- Each student will complete a five-page typed paper summarizing the transformational leadership model developed by Burns. It is expected that insights from other books read for class will be included as elaboration of the central conceptual points made by Burns.
- Students will be organized into interdisciplinary groups (several majors represented in each group) to conduct case studies of issues chosen by the groups. Each group will present its case orally to the class as a collaborative report. Thirty percent of the term grade will be based on this experience.
- Each student will be responsible for an individual case-study paper in which a problem is identified, affected groups and interests are acknowledged, leadership positions are documented, and a decision-making process is outlined and analyzed. The paper must define transformational goals for society. As a postscript, students will write a two-page essay discussing their own potential future as a leader dealing with the problem analyzed in the individual case study. Thirty percent of the term grade will be based on this case study.

CASE STUDY PROCESS AND ORGANIZATION

Teams of five to six persons will be formed, striving to include representatives from at least three different divisional majors.

Each group will need to meet at least three times before Session 10. During Session 4, teams will begin discussion of topics during a one-half-hour brainstorming session in class. Class time during Session 5 will be utilized by teams for library bibliographic instruction and brainstorming. Out of these brainstorming sessions, the following must come:

- The selection of a recording secretary. This person will summarize discussion at the end of each session and record minutes which will be distributed to team members and the course instructor within two days of the session. The person selected will need to demonstrate good listening skills, speaking ability, and analytical abilities. At the federal level, this person is called a special assistant to the President. The recording secretary will be obligated to assist the team leader (see below) in organizing the work load for the team and overseeing the work of the team. Part of the secretary's grade will be based on performance of these special oversight responsibilities (as will be the case for the leader).
- The selection of a team leader. This person will define the problem once the group has reached a consensus. Then, this person will assume responsibility for defining areas requiring analysis. At the time of the presentation, the team leader should be the most well read member of the team so that he or she can provide a unifying theme within the discussion, bringing all the team research to bear at appropriate points in the team presentation. This role is often that of a Cabinet Secretary assigned primary responsibility for presentation of a case before the President and Cabinet. Together with the recording secretary, the team leader will be responsible for an end-of-term report evaluating the contributions of team members. By the second team meeting, the leaders must share evaluative standards with the group. The recording secretary and team leader will be evaluated for the overall thoroughness of the team report as well as the objectivity and clarity of their evaluation of team members. It is suggested that each team develop a standard which, at a minimum, evaluates contributions to team understanding, research, and presentation.
- A clear identification of research roles and selection of persons for each. Every team member must have a unique role. The secretary and leader will not be primary researchers. Minimal research roles will be those covering:
  a. The facts and history of the problem.
  b. The legislative history and prospects, options analysis.
  c. The executive department history and prospects, including an explanation of the bureaucratic positions involved in the case; options analysis.
  d. Other, as relevant (an expert in the field, a state and local liaison officer, a pressure group representative).
  e. Transformational goals relevant to solutions.
  f. The development of audio-visual aids for class presentation.

The team leaders and recording secretaries will be required to submit written outlines of team topics and research assignments by Session 7.

Evaluation

Each team member will be evaluated by the team leader and secretary as well as by the course instructor. Evaluation will be based on the evidence of contributions to the team report, including research, analysis, and oral presentation. Neat and legible notes should be prepared by each team member for submission to the instructor as documentation of his/her contribution.

JOURNAL GUIDELINES

Each student will keep a six-by-nine spiral-bound journal for this course. Journals should include two kinds of entries: a) reflections on the reading in which the student explains a phrase or concept from the reading in his/her own words—complete one a week, and b) reactions to current events or the course material as developed in class discussion.

Procedures

- Reserve the first two pages of your journal for a table of contents. Number the subsequent pages. Upon completion of each entry, provide a title and page number for each entry in the table of contents.
- Write two entries per week. Twenty-four entries are required. Entries are expected to be three pages or more from the beginning of the semester.
- Journals are written essentially for you, not for the instructor or for anyone else. They can be like a diary in that they may be written in the first person, reflecting your own views and concerns. They should not be like a notebook, simply making lists or notes on text or class. In the best sense, they are a cross between a diary and a notebook, neither one nor the other.

Evaluation

The grade for the journal will be determined by the growth of knowledge demonstrated over the term, as reflected in the clarity, sophistication, and conceptual development of the entries. The term grade will reflect growth: Even if you have difficulty at first, your commitment to writing will be rewarded by the end.

Suggestions for Entries

Early in the semester:

- Record, in your own language, what you see in everyday life related to our subject.
- Speculate on what it would be like if national leadership activity were directed towards some issue of importance to you. We often think "there oughta be a law." Here's your chance to speculate on what it would be like. "Do you ever wonder what it would be like if . . .?"
- Pose questions about leadership you find interesting and then simply write why you find them interesting. As Dennis the Menace once said, "Thinking is when your mouth stays shut and your head keeps on talking to itself."
- Use the journal to draw connections between what you study in this course and other courses you are taking, or events in your life.
- Use the journal to pose problems and work towards solving them.

From the fourth week of class forward:

- In addition to the initial thoughts for journal entries as suggested above, begin to use the journal to explain how something might have happened, why people are so upset or want change. The explanation can take the form of outlining one's reasoning, providing examples, discussing significance, or discussing the policy-making process.
- Use the journal to compare and contrast, to analyze by use of analogy. What are the similarities and differences between one situation, one policy option, and another? Are there compelling historical analogies? Contrast leadership styles you learn about in application to some issue or concern.
- Critique information from the course: Using viewpoints from several different sources, explain how an issue would be interpreted, facts which substantiate a point of view, and philosophical or political principles which are at stake.
- Above all, elaborate. Draw out by example and explanation. In this way, the journal will assist you in your quest for understanding of the course material.

COURSE TEXTS

Burns, J. M. *Leadership.*
Iacocca, L. *Iacocca.*
Kennedy, R. F. *Thirteen days.*
Maccoby, M. *The leader.* (On reserve.)
Building a new world order: A foreign affairs anthology.

COURSE OUTLINE

Session	**Topic/Assignment**
1-2	Defining Leadership: Historical Models of Political Leadership. Transformational Leadership. Comparing and Contrasting Leadership in Business, Politics, and Science. Readings: *Iacocca*, entire volume. Burns, Prologue.
3-4	Aspects of Leadership: Vision and Development of an Agenda. Readings: Burns, Parts I & II (Chapters 1-5). Kennedy, entire volume. Journal due for initial reading, four entries.
5-6	Aspects of Leadership: Consultation and the Leader's Vision.

Readings:
Maccoby, entire volume.
Burns, Part III (Chapters 6-9).

7-8 Aspects of Leadership: Coalition-building, Compromise and the Policy Process.
Readings:
Burns, Part IV (Chapters 10-14).
Allison, on reserve.

9-10 Aspects of Leadership: Teamwork in Problem Solving.
Reading:
Burns, Part V (Chapters 15-17).
Journals due for mid-term evaluation, 14 entries.
Leadership papers due.

11 Keuka College Challenge Ropes Course.

12-13 Reserved for Team Meetings to Finalize Case Research and Discuss Presentation Strategies.

14-15 Case Study: The Decision to Launch the Shuttle:
- Program Vision and Purpose
- Identifying the Actors: Relevant Leaders
- Technical Experts, Scientists, Astronauts, and Managers: Competing Perspectives
- Conflict Management in Problem Solving
- The Chain of Command
- Risk, Ethics, and Professionalism
- The Challenger Accident and the Future

16-17 Case Study: Creating a New World Order:
- Clarifying and Defining World Order
- Leadership Values, Underlying Principles of Order
- The Concept of International Civil Society
- Public Opinion and Controversial Policy Options

(The remainder of the course is reserved to reflect interests of students taking the course.)

18 Case Study I, Presentation.

19 Case Study I, Questions and Discussion.

20 Case Study II, Presentation.

21 Case Study II, Questions and Discussion.

22 Case Study III, Presentation.

23 Case Study III, Questions and Discussion.

24 Case Study IV, Presentation.

25 Case Study IV, Questions and Discussion.

26 All Remaining Course Materials due:
- Individual Research Reports (Case Studies)
- Journals
- Team Leader/Secretary End-of-term Reports

* * *

Kutztown University

Frank A. Bucci
Kutztown, PA 19530
(215) 683-4223

Seminar in Leadership in Student Affairs

COURSE DESCRIPTION

This seminar will provide students with opportunities to learn about leadership and to acquire and enhance personal leadership skills in a student affairs setting. It will focus upon leadership as a field of study and upon the personal leadership development of each enrolled student. It introduces students to the several styles, characteristics, and practices of leadership, and examines dimensions of leadership in different settings. Students will serve as assistant advisors or co-advisors to campus organizations.

COURSE OBJECTIVES

The course objectives will be achieved when students verbally, in writing, or in practice, demonstrate the following knowledge and skills:

- A recognition of differences in several theories of leadership behavior.
- An awareness of the characteristics and effectiveness of several styles of leadership.
- An in-depth understanding of the traits of a specific selected leadership style as demonstrated by an appropriate leader.
- A recognition of the relationship between leadership theory and applied leadership behavior.
- An ability to identify the relationship between leadership, followership, advisorship, and mentoring behavior.
- An understanding of leadership/management and leadership/followership behavior.

- A comprehension of the role of leadership and followership behavior in a student affairs undergraduate organizational setting.
- A recognition of one's own characteristics of leadership behavior and formulation of one's own personal leadership style.
- An improvement and competence in one's own personal leadership, followership, advisorship, and mentorship role model behavior in a campus organizational setting.
- An improvement in poise, self-confidence, oral communication, written expression, reading and listening proficiency.

INSTRUCTIONAL STRATEGIES

The course content will be presented through readings, lectures, class discussion, student reports of group and individual assignments, simulation exercises, peer and professor processing of student participation in out-of-class leadership, advisement, and mentoring experiences. While the professor will present some concepts, more time will be devoted to the experiential format where members participate, discuss, and share reactions and experiences with each other and the professor.

THE PROFESSIONAL AS LIFELONG LEARNER

Change permeates all aspects of the world in which we live. It challenges student affairs professionals to adjust continually to provide the knowledge, understanding, and skills essential to the needs of a dynamic society. Student affairs professionals must exhibit a passion for the profession, empathy for students, an appreciation of diversity, and a commitment to a set of moral principles involving the highest levels of trust, accountability, fairness, and justice. The education of student affairs professionals is neither static, nor ends with attaining the graduate degree. Rather, the graduate is a lifelong learner who builds constantly upon the ever-growing wealth of experiences and knowledge acquired by practice in the profession and who models the lifelong learning process for students. (Adapted from "Teacher as Lifelong Learner," Casein University, 1992.)

TEACHING PHILOSOPHY

We are all learners. We are all teachers. We are, to a large degree, responsible for the education of each other. I will attempt to facilitate the class to that end.

> "The best teacher for any student is another student."
> A. W. Chickering

EXPECTATIONS

- Regular and punctual attendance.
- Punctual completion of all assignments and readings prior to class.
- Active involvement in learning of self and others.
- Thorough and high-quality class reports which are not read verbatim.
- Factual and grammatical accuracy in written reports.
- Quality class participation:
  - level of interaction with peers.
  - scope and depth of questions raised.
  - introduction of relevant ideas from experience and professional literature.
- Papers to be typed, double-spaced, six to nine pages in length as appropriate, exclusive of bibliography. APA style will be followed.

ASSIGNMENTS AND CLASSROOM PRESENTATIONS

Classroom Presentations

1. Some students will present feedback from observation of a student organization. Look for a perceived failure of leadership, or followership, and present the case to the class. One student will chair the discussion, the others will serve as consultants.

2. Most students will make a short presentation on the traits of a specific leadership style with examples of the accomplishments of a leader, living or dead, who exhibits that style.

3. In lieu of the leadership presentation, one student will choose the topic of conflict management. One or two students will select from the following: consensus-seeking/consensus-building, goal setting/goal achievement, group dynamics, listening skills, or a similar instructor-approved topic.

Written Papers

1. A research paper on which items 2 and 3 in **Classroom Presentations** (above) are based is to be written in third person, APA style.

2. Self-awareness Project. This is a major component of the course. It should be a cumulative, first-person report of: The personal leadership, followership, advisorship, and mentoring self-awareness based upon self-awareness exercises, experience with student organization, and seminar experience.

SELF-AWARENESS PROJECT

The project is an accumulated compilation of various exercises and should be developed throughout the course. The description paper may be written in the first person and must include appropriate sub-division headings.

1. Reaction to the various self-awareness exercises (choose five to seven items).
    - Brief description of the exercises
    - Brief statement of objective results on each of the five to seven self-assessments
    - Brief response to the results: confirmation, surprise, disagreement, uncertainty, etc.
    - Indication of degree of consistency among assessments
    - Open-ended; use creativity
2. A brief summary comparing and contrasting the student's early diagnosis of leadership knowledge with that at the course's end.
3. The student's role in assisting his/her undergraduate organization.
    - The student's perception of the organization, after attending the first meeting
    - The two or three most important actions the student took to assist the organization and the results
    - The student's perception of the organization after the last meeting
    - A list of major accomplishments and/or yet unsolved problems of the undergraduate organization
4. A brief self-evaluation of the student's leadership, followership, advisorship, and mentorship experience.
5. A brief summary of the student's personal leadership style and most notable leadership characteristics.

GRADING

Dual Grading of Written Reports

The first grade will be based upon content. It will include:

Delineation of the problem, research evidence and factual information to support the purpose (what is written).

The second grade will be based upon the technical components of the paper. It will include:

Appearance and organization, spelling, grammar and word choice (clear, concise, and to the point), quality of writing (short paragraphs logically developed), attention to research, references, conformity to APA style (how it is written).

Grading of Oral Reports

Like written reports, grading of oral reports will be based upon two factors: content and presentation.

Content will include factual information, evidence of research, handouts.

Presentation will include voice quality and volume, eye contact, diction, articulation, enthusiasm, warmth, ability to motivate and sustain interest, degree of interaction with the class, use of blackboard and visual aids.

COURSE EVALUATION

Timely and quality completion of required assignments	50%
Meaningful participation in class discussions	35%
Final Evaluation and Mini-exam	15%

COURSE TEXT

Rosenbach, W., & Taylor, R. (1989). *Contemporary issues in leadership* (2nd ed.). San Francisco: Westview Press.

SUPPLEMENTAL TEXTS

Available on three-hour reserve at circulation desk at Rohrbach Library:

Kouzes, J., & Posner, B. (1989). *The leadership challenge.* San Francisco: Jossey-Bass.

Publication manual of the American Psychological Association. (1990). Hyattsville, MD: American Psychological Association.

COURSE OUTLINE

Session	Topic/Assignment
1	Introduction, Syllabus Review, Diagnostic Assessments. Rosenbach & Taylor, Foreword & pp. 45-64.
2	Confirmation and Processing of Organizational Affiliations, The Advisor's Role. Rosenbach & Taylor, pp. 1-23.
3	Where Have All The Leaders Gone? Handout, "Competencies of Student Leadership."

4 Conflict Management, Other Organizational Topics, Processing Affiliations.
Prepare Individual Presentations.

5 Stress and Time Management (combined session with Undergraduate Leaders).
Kouzes & Posner, pp. 279-302.

6 Learning to Be a Leader, Are Leaders Born or Made? Trait and Great Man Theories, Processing Affiliations.
Rosenbach & Taylor, pp. 24-44.

7 Leadership Characteristics, Tasks, Performances Leadership vs. Headship and Managership.
Rosenbach & Taylor, pp. 227-232.

8 Educational Leadership, Dr. Edward Evans, President, University Senate, Math CIS Department Chair, and Christopher Spindler, President, Residence Halls Association, Guests.
Rosenbach & Taylor, pp. 95-109, 210-221.

9 Charismatic and Absentee Charismatic Leadership.
Rosenbach & Taylor, pp. 124-134, 139-146.

10 Mentorship and Followership, Situational and Power/Influence Theories.
Rosenbach & Taylor, pp. 192-203.

11 Transactional and Transformational Leadership Self-assessment Exercise.

12 Democratic, Autocratic, Laissez-faire Theories.
Rosenbach & Taylor, pp. 154-159, 222-227.

13 Women as Leaders, Vision and Ethical Assessment Theories, Process Affiliations.
Kouzes & Posner, pp. 1-14.

14 The Leadership Challenge and Peak Performers Models, Process Affiliations.
Submit Self-awareness Project.

15 Evaluation, Programmatic Assessments, Mini-exam.

* * *

Ohio State University

Dale Safrit
Agricultural Administration Building
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(614) 292-6944

Leadership Development in Agriculture

COURSE PURPOSE

The purpose of the course is to assist students in developing their knowledge, attitudes, skills, and aspirations regarding leadership theory and practice in agriculturally related settings. Upon the successful completion of the course, the student will have either verbally, in writing, or in practice:

- developed an understanding of various theoretical approaches to leadership and leadership development;
- reviewed various definitions of leadership and formulated their own personal definition and philosophy (credo) of leadership;
- identified their own personal leadership characteristics;
- explored the role of ethics in leadership;
- practiced their skills in communicating leadership ideas to others; and
- been provided opportunities to develop and practice their leadership knowledge, attitudes, skills, and aspirations.

COURSE TEXTS

Kouzes, J.M., & Posner, B.Z. (1990). *The leadership challenge*. San Francisco: Jossey-Bass.
Safrit, R.D. (Ed.). (1993). *Agricultural education 342: Course pak.*

LEARNING EXPERIENCES AND COURSE REQUIREMENTS

1. Each student is expected to attend all classes. Please notify Dr. Safrit *in advance* if you expect to miss class.

2. Each student is expected to read the text, Course Pak, and other assigned readings (as modified by classroom announcements), complete all assignments, and contribute to class discussions.

3. Individual student participation in the total course experience will account for 20% of the final grade awarded. This component will be evaluated by the

instructor according to the individual student's appropriate usage of opportunities to complete assignments, contribute to class discussions, participate in small group work, and share appropriate resources, references, and information concerning the topics covered.

4. Each student is required to complete one assignment from each of the following groups:

Group A: 30% of final grade

(a) Develop a current leadership journal as a record of progress in accessing scholarly literature (from periodicals and books) cited in the syllabus and appropriate for the course content (i.e., leadership). The journal should be updated regularly. Please refer to the "Guidelines for Preparing and Evaluating Leadership Journal Entries" handout for format design and evaluation criteria.

(b) Successfully complete a midterm exam. The exam will challenge students to respond to multiple choice, short answer, and essay/application questions regarding leadership and to incorporate appropriate literature to support their responses.

Group B: 30% of final grade

(a) Develop a current leadership journal as a record of progress in accessing scholarly literature (from periodicals and books) cited in the syllabus and appropriate for the course content (i.e., leadership). At least ten separate articles must be included. The journal should be updated regularly. Please refer to the "Guidelines for Preparing and Evaluating Leadership Journal Entries" handout for format design and evaluation criteria. (NOTE: If this option was also chosen under Group A, the literature accessed must consist of new references not reviewed previously.)

(b) Successfully complete a take-home final exam. The exam will challenge students to respond to essay/application questions regarding leadership and to incorporate appropriate literature to support their responses.

(c) Work with (a) fellow student(s) to develop and deliver a classroom presentation concerning insight gathered from combined leadership shadowing/profile experiences. The presentation will involve a team approach in cooperation with (an)other individual class member(s). The presentation should compare/contrast leadership traits, skills, abilities, etc., observed by the students during their respective shadowing experiences and utilize the information to expand learners' knowledge of leadership. Students are encouraged to operationalize basic andragogical concepts of adult education instruction in designing their presentation. A (minimum) three-page outline and presentation synopsis handout must be submitted to the instructor, including appropriate bibliographic information. Presentations should be a maximum of 30 minutes (including class discussion). Please refer to the "Guidelines for Evaluating Class Presentations" handout for evaluation criteria.

5. Each student is required to conduct a leadership profile involving a written summary of the shadowing experience. The leadership profile will account for 20% of the final course grade awarded. Please refer to the handout entitled "A Leadership Profile" for specifics concerning content and presentation.

COURSE OUTLINE

Session	Topic/Assignment
1	Introductions. Overview of Course.
2	The Concept of Leadership. Kouzes and Posner, pp. xv-xxi; 3-14.
3	The Search for Opportunity; The Importance of Taking Risks. Kouzes and Posner, pp. 29-78.
4	Creating a Shared Vision Risks. Kouzes and Posner, pp. 79-105.
5	Building Teams. Kouzes and Posner, pp. 106-160.
6	Spreading the Word. Kouzes and Posner, pp. 106-129.
7	The Role of Values.
8	Leadership and Ethics (Dr. Marilyn Spiegel, guest lecturer).
9	Leadership and Personality Types.
10	Situational Leadership (Mr. Jeff King, guest lecturer).
11	Review for Midterm Exam; "catch-up."

12	Midterm Exam; pp. 131-160; Group A Assignment Due.
13	Empowering Others; Participative Leadership. Kouzes and Posner, pp.___.
14	Women and Leadership.
15	Leadership by Example; Leadership Profile Presentations; Leadership Profiles Due. Kouzes and Posner, pp. 187-216.
16	Assessing Leadership Skills (Dr. Garee Earnest, guest lecturer).
17	Recognizing Performance; Leadership Profile Presentations. Kouzes and Posner, pp. 239-258.
18	Leaders, Managers, and Administrators.
19	Next Age Leadership; Leadership Profile Presentations. Kouzes and Posner, pp. 259-276; 277-302.
20	Leadership Profile Presentations; Course Summary; Course Evaluation; Group B Assignment Due.

GUIDELINES FOR DEVELOPING AND EVALUATING A LEADERSHIP JOURNAL

The Assignment

Students may elect to keep a leadership journal as an indication of their progress in accessing literature related to leadership. Scholarly journals, periodicals, and books (all published since 1980) are appropriate sources of leadership literature. The journal should be kept current by regular updating and contain entries of ten journal articles **or** one book and five journal articles **or** two books. Elaborate presentation of materials is not necessary; clarity of expression and neatness of presentation are required. Each journal entry should be no more than two pages in length including, for *each* work read:

- The appropriate bibliographic citation (APA style);
- A brief synopsis of the author's main points/ideas/concepts;
- The student's impressions/perceptions/opinions of and reactions to the work; and
- The student's perception of the utility of the work to them as a leader.

Evaluation of the Assignment

Journals will be evaluated as follows:

Number of entries (minimum ten journal articles or one book & five journal articles or two books)	10%
Synopses presented appropriately	30%
Student's impressions and reactions presented appropriately	30%
APA style/grammar used appropriately	30%

GUIDELINES FOR EVALUATING CLASS PRESENTATIONS

Presentations will be as follows:

Content:	
• Evidence of research conducted	20%
• Thorough coverage of various facets of problem/issue	20%
• Use of current research and examples	15%
Delivery:	
• Evidence of contributions to total team effort	15%
• Originality	15%
• Propriety for adult learners	15%

GUIDELINES FOR PREPARING AND EVALUATING A LEADERSHIP PROFILE

The Assignment

Each student will (1) spend a minimum of one-half day "shadowing" an individual who is a recognized leader in an agricultural-related organization and (2) based upon the "shadowing" experience, prepare a leadership profile of the individual. The leadership profile will account for 20% of the final course grade awarded. The identification of the individual leader is the responsibility of the student. The final selection of the individual leader is the joint decision of the student and Dr. Safrit.

The student should contact the selected individual and arrange in advance for an appropriate opportunity to "shadow" the individual. During the "shadowing" experience, observations should be made and appropriate questions asked that address, but are not limited to, the following topics:

- What is the leader's professional background and history?
- What position and responsibilities does the individual have within the organization?
- What are the sources of power exercised by the leader?
- What is the individual's philosophy of leadership?
- What leadership traits and characteristics does the individual exhibit?
- What leadership image does the individual project (i.e., how do others see the leader)?

- Does the leader involve appropriate co-workers in making decisions? If so, how?
- Does the leader seem to have a vision for the organization? If so, what is that vision?
- Can you (personally) identify with this leader? Why, or why not?
- What is *your* personal philosophy of leadership?
- As a result of your "shadowing" experience, would you modify your personal philosophy of leadership? Why, or why not? If so, how?

Each student will prepare a written profile of his/her "shadowing" experience. The leadership profile should, at a minimum, cover the topics identified above plus any other insights/observations deemed important by the student. The profile should be original and creative, although not necessarily elaborate (minimum length: four double-spaced, typed pages). The profile should be prepared and submitted to Dr. Safrit by the due date indicated in the syllabus.

Evaluation of the Assignment

The leadership profile will be evaluated as follows:

Content (70%)	
• Evidence of information gathered during "shadowing" experience	35%
• Thorough coverage of leadership topics identified	35%
Presentation (30%)	
• Quality of written summary submitted	30%

* * *

Peace College

Janice Edwards
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Women and Leadership

COURSE OBJECTIVES

Opportunities for leadership-skills development are considerably less frequent for women than for men. Barriers such as sex-typing of management positions, internalized psychological factors, and lack of leadership experience, role models, and training often block women from obtaining leadership positions. Training available in a leadership course will help to raise your self-esteem, confidence, and level of aspiration; to deal with the dynamics of group conflict; and to develop standard leadership skills you have not had the opportunity to acquire.

Students will:

- Develop an understanding of the theoretical background of leadership through a study of selected readings and research.
- Grow in leadership knowledge, skills, and abilities.
- Improve leadership self-awareness and understand their own styles of working with and relating to others as a critical variable.
- Begin to experiment with modifications to personal style of leadership when appropriate.
- Gain experience through class presentations on techniques of leadership and involvement in outside projects.

COURSE REQUIREMENTS

- Write a four-page paper (typed and double-spaced) on some aspect of leadership. Prepare a class presentation on your topic. (50 points.)
- Read one of the assigned books. Write a report to be submitted and give an oral report to the class. (75 points.)
- Read a journal and/or newspaper article that relates to women and leadership each week. Due at the beginning of each class. (100 points.)
- Interview three women who hold leadership positions in different fields. Write up each interview. Compare and contrast leadership styles and characteristics. Select the style you feel is most effective and tell why. Apply information gleaned from the interviews to class discussions. (100 points.)
- Research assigned topics and participate in presenting them to the class. (100 points.)
- Perform a community service or be actively involved in a leadership role on campus. Keep a log providing time, activity, your role and responsibility, any positive or negative feelings about the activity. Relate this experience to leadership. You should commit no less than one hour per week. (75 points.)
- Participate in class discussions and activities and do other miscellaneous assignments. (100 points.)

EVALUATION

Students will be evaluated on each of the above requirements. Grading will be on a point system with the indicated number of points assigned to each project. All work must be turned in on time and be neat and complete to be eligible for maximum points assigned. Assignments will be graded on content and format. Students are expected to proofread and correct spelling, typographical errors, and grammar.

COURSE OUTLINE

Session **Topic/Assignment**

1 Overview, Introduction to Leadership, Syllabus.

Assignment:
- Define leadership.
- Reaction paper.
- Readings: Bennis and Nanus, pp. 1-86; Hackman and Johnson, pp. 41-70.
- Write a paper on your personal philosophy of life, including career and life-style goals. On the basis of the above, specify competencies you would like to develop in this course. Competencies should reflect your overall goals, specific needs, and interests.
- As you read and listen, jot down words used to describe "leader" and skills you believe are necessary to leadership.

2 Understanding Leadership:
- What is leadership?
- What are effective leaders like?
- What are ineffective leaders like?
- Current theories of leadership and their evolution.
- Styles and dimensions of leadership.

Assignment:
- Handout: "Sex Socialization."
- Readings: Rosenbach & Taylor, pp. 234-245; Heller, pp. 1-125; Adams & Yoder, pp. 43-55.
- Identify a leadership theory which is personally appealing. Provide reasons that support your selection. Create a situation in which you are a leader and describe how you will use this particular style to accomplish a specific goal. Due in two weeks.

3 Sex Socialization As It Impacts on Women and Leadership.

Objective: To understand how the culture in which one "grows up" influences the formation of self-concept, life values, personal and career aspirations, and personality. How do males and females differ?

Assignment:
- Interview a woman who has worked for both a male and female. Compare and contrast styles of leadership and skills employed.
- Interview two women, specifically asking about the personality type/characteristics of her most effective boss/supervisor.
- Readings: Rosenbach & Taylor, pp.86-103; Handout, "The MBTI and Leadership," McCaulley.

4 Personality Type and Leadership.

Objectives:
- To gain an understanding of how one's personality influences leadership.
- To enhance self-understanding.
- To look at your leadership style and compare it with differing styles.
- To learn how to communicate with others in order to become a more effective leader.

Assignment:
- Readings: Bennis, *Why Leaders . . .*, pp.14-16, 33-66, 116-141, 164-167; Hackman & Johnson, pp. 92-95, 204-211; Bennis, *On Becoming . . .*, pp.155-172.
- Write an opinion paper on your view of ethics today. Relate this to leadership.

5 Ethics and Leadership.

Objectives:
- To increase self-understanding by reflecting on your value system.
- To understand the role ethics (values) play in dealing with others.
- To understand how leadership style reflects one's values.

Assignment:
- Readings: Bennis & Nanus, pp. 87-109; Bennis, *On Becoming . . .*, pp. 53-71; Hackman & Johnson, pp. 196-203.
- How have your early life experiences molded you? Write a paper (minimum 5 pages) about yourself, revealing areas in which you are strong and weak. For each weak skill or characteristic, set goals as to how you will overcome this weakness.

6 Goal Setting, Creativity, Visionary Leadership.

Objectives:
- To gain a better understanding of goal setting, the necessity of developing and setting goals.
- To understand how essential "having a vision" is to organizational success.

Assignment: Read Bennis & Nanus, pp. 110-150; Hackman & Johnson, pp.1-40.

7 Communication and Listening Effectively as Essential Leadership Skills, Class Presentations.

Objective: To understand the dynamics of communication as it relates to leadership.

8 Communication and Listening, continued Book Reports.

Assignment:
- Readings: Losoncy; Hackman & Johnson, pp. 96-109, 131-135.
- From the lecture on "Personality and Leadership" take your MBTI type and tell how you will motivate your team of differing types to accomplish a task. Which skills will you need to develop more fully?

9 Team-building, Motivating, and Negotiating as a Leader.

Objectives:
- To become a better negotiator.
- To identify styles of negotiation.
- To investigate the importance of motivation and how to provide a motivational climate.
- To become acquainted with team-building skills.

Assignment:
- Readings: Portnoy, pp. 87-99; Kindler, *Managing Disagreement* . . .
- Write about a situation in which you had a disagreement with another person(s). How did you handle it at the time? After reading and talking about managing disagreement, you are to rewrite the paper using conflict-resolution skills presented in your readings.

10 How to Handle Difficult People.

Objectives:
- To learn how to effectively work with all kinds of people.
- To present practical skills to be used in handling confrontations and difficult people.

Assignment:
- Complete conflict paper.
- Readings: Murray, pp. 1-62; Pilotta, pp. 85-101.

11 Group Presentation on Assigned Reading:
Sally Helgesen, *The Female Advantage*
Dorothy Cantor and Toni Bernay, *Women in Power.*

12 Networking and Mentoring Into Leadership Positions.

Objective: To recognize the importance of networking and mentoring as a means of career development and advancement.

13 Issues Presentations.

Objective: To be aware of issues affecting women and to begin formulating a stance.

14 Etiquette and Leadership Interview Reports.

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Texas A&M University

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Ethical Leadership

COURSE OBJECTIVES

- To explore different moral perspectives.
- To analyze the moral obligations of leadership in different contexts.
- To explore ways of applying ethical theory to our decision making as leaders.
- To develop moral imagination and vision.
- To gain an understanding of the basics of conflict resolution and decision making and the implications of ethical theory.

COURSE REQUIREMENTS

Journal	50%
Examination	20%
Class Participation	20%
Competence Statement and Self-evaluation	10%

Journal Description

The journal will be broken down into five sections and will serve as a major course requirement. At least one hour must be dedicated to your journal each week.

Section 1: This section is a weekly reading log as evidence of continuous reading. You need to list essays, articles, and notes from readings; raise questions; make observations; debate with the authors; and highlight ideas that you wish to bring into the classroom.

Section 2: Each week the students will be asked a question paralleling the weekly activities, and this section will serve as a place to record both the question and your reflections. You may contour the question to your interests and feel free to reformulate it according to your readings.

Section 3: In this section, you are to record different thinking styles or methods that you detect in the authors and any specific examples.

Section 4: This section will be reserved for class notes.

Section 5: This section will serve as a vocabulary list. Please define any new terms prior to class and then bring them up during class discussion.

Competence Statement and Self-evaluation Description

- Competence Statement: Write a complete statement that reflects your learning in the course.
- Self-evaluation: Provide statements evaluating your work in the course.

COURSE TEXTS

Harris, C. E. *Applying moral theory.*
Packet: Leadership and Conflict Resolution.

COURSE OUTLINE

Session	Topic/Assignment
1	Introduction and Overview. What is Leadership? Theories of Leadership.
2	Kouzes and Posner—Leadership: An Affair of the Heart.
3	Bennis—Leadership: Strategies for Taking Charge.
4-5	Current Issues in Women's Leadership (Articles).
6	Comparison of Maslow and Kohlberg: Needs and Moral Development. Read Harris, Chapter 1.
7	What is Ethics? Three Types of Moral Arguments, The Nature of Moral Statements, Concepts in Ethical Discourse. Read Harris, Chapter 2.
8	Are Morals Relative? Classical Moral Relativism, Contemporary Relativism. Read Harris, Chapter 3.
9	Is Morality Objective? Objectivity versus Subjectivity, Truth versus Rationality. Read Harris, Chapter 4.
10	Moral Theories: Three Levels of a Moral Theory, Criteria for Evaluating a Moral Theory, Applying Moral Theory. Read Harris, Chapter 5.
11	Ethics of Self-Interest.
12	Ethics of Self-Interest—Case Studies. Read Harris, Chapter 6.
13	Ethics of Natural Law.
14	Ethics of Natural Law—Case Studies. Read Harris, Chapter 7.
15	Ethics of Utilitarianism.
16	Ethics of Utilitarianism—Case Studies. Read Harris, Chapter 8.
17	Ethics of Respect for Persons.
18	Ethics of Respect for Persons—Case Studies.
19	Ethical Analysis of Current Topics (using the four theories). Lifeboat Activity.
20	Ethical Analysis of Current Topics (using the four theories). "Moc" Panel—Debate, Guest Speaker.
21	Exam.
22	Is There a Female Sense of Ethics? Gilligan, *In a different voice.*
23	Gender Effects on Ethical Leadership. Guest Speaker.
24	The Ethics of Civil Disobedience: Martin Luther King, Jr., *Letter from a Birmingham jail.* Guest Speaker

25 What is Conflict Resolution? Organizational Ethics—Model I.

26 Model I Case Studies.

27 Organizational Ethics—Model II.

28 Model II Case Studies.

29-30 Course Evaluation.

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University of Akron

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Advanced Principles of Educational Administration

COURSE DESCRIPTION

Within educational settings, effective leaders are finding that knowledge of organizational theory facilitates analysis of problems and directs attention to appropriate behaviors which motivate individual effort. Understanding organizations assists the leader in being able to conceptually plan for accomplishment of organizational tasks. Such understanding also serves as a basis for examination of organization purpose, structure, and behavior. Currently, emphasis placed on educational reform coupled with increased expectations for accountability measures which document results emphasize the importance of leaders' knowledge of organizations. The use of the knowledge within the decision-making process of the organization can direct improvements of organizational behavior toward greater effectiveness and efficiency.

COURSE OBJECTIVES

Students will become aware of the structure of organizational functioning and the nature of leadership role behavior through examination and study of organizational theories. Specifically, students will:

- Analyze behavior which supports leadership of organizational processes and resolution of problems, using four directed approaches: a) structural, b) human resource, c) political, and d) symbolic.
- Identify and determine the leadership behavior within each approach.
- Develop and practice skills useful to a leader who must understand and manage individuals for achievement of results within each approach.
- Develop and practice skills useful to a leader who must understand and manage groups for achievement of results within each approach.
- Develop and practice skills which a leader can use to manage organizational change.

COURSE TEXT

Bolman, L.G., & Deal, T.E. (1991). *Reframing organizations: Artistry, choice, and leadership.* San Francisco: Jossey-Bass.

COURSE EXPECTATIONS

Students enrolled in this class should be aware of the importance of preparation for each class meeting. Such preparations will enhance student learning. In addition, students enrolled in this course will be expected to attend each class session or notify the instructor of the inability to attend; complete assignments by due date, following guidelines presented in this syllabus; and participate in class activities.

COURSE INSTRUCTION

Instructional activities and strategies used in this class will be chosen for their relationship to the topic under study. Such activities will illuminate and illustrate various aspects of organizational behavior and analysis. Simulations, mini-case studies, and group and individual activities will be used. Attention will be given to activities which support analysis of organizational and development of leadership behavior. Lectures and focused discussions will supplement, highlight, and/or extend assigned course reading. Assignments are planned to support and extend student understanding.

COURSE ASSIGNMENT EXPECTATIONS

In organizations, effective leaders expend effort determining attitudinal, behavioral, policy, and structural barriers which affect individual and organizational performance for results. Through analysis of internal and external barriers, the leader can determine uses of these dynamics to enhance, remove, or adapt organizational behavior in such a fashion that individual effectiveness can be improved. By their efforts, such leaders adopt the role of Organizational Development (OD) Consultant who, typically, is an individual from outside the organization employed to examine and analyze the organizational environment, determining barriers and their interrelationship. The leader as OD Consultant seeks to determine how work is done and what the people who carry out the work believe and feel about their efficiency and effectiveness (Burke, 1982). They attempt to diagnose and judge organizational functioning, evaluating what is within the context of the specific organization and its purpose.

The intensive collaboration necessary to locate, collect, and analyze information useful for planning and organizational change can be viewed as a form of action research. When the leader is seeking to locate information which assists in determining the organization's effectiveness and efficiency, finding answers to the following questions can be critical. Within a work setting:

- What is the focus and domain of the activity?
- Which group of constituencies participate?
- Which group of constituencies' points of view are considered?
- Where are work groups located? Why?
- What relationships exist between work groups? Between subtasks of work?

Information collected can be accessed to make decisions and plan for change. Resulting actions will increase employee satisfaction, work motivation and, ultimately, organizational effectiveness. In order to make judgments about organizational effectiveness, leaders must have developed baseline information against which analysis and diagnosis of organizational functioning occurs. The following assignments support the development of such knowledge.

Symbolic Frames (4): Analysis and Examination of Behavior

(Grade: 50%)
As a leader interested in determining the effectiveness and efficiency of the functioning of your organization, develop a schema/model which could be used to assist your efforts in collecting and analyzing data. Do not be limited by only the information included in the text when completing this assignment. Information sources used in the completion of this assignment should be noted in a bibliography (follow APA). The following guidelines should be viewed as minimum expectations:

- Establish criteria for organizational effectiveness and efficiency.
- Identify the role of individual behavior within the organization and its relationship to organizational results.
- Identify organizational barriers both internal and external.
- Identify problems and processes which potentially could forestall organizational change.
- Propose process, activities, etc., which could support change.
- Identify leader role within the organization.

The Organization: Analysis and Application

(Grade: 50%)
Building on the information compiled through the prior assignments, students will select an organization for analysis and diagnosis. The organization selected may be either one to which membership currently exists or one to which past membership was held. It is intended that this assignment is to be an opportunity within which application and integration of course content will occur. The assignment guidelines stated below should be viewed as minimum. Written documentation will be complete and follow APA style with proper bibliographic citations. The guidelines include:

- Collection of information that documents the organization's behavior and those of its members.
- Identification and analysis of barriers to organizational effectiveness.
- Identification and examination of leader behavior.
- Prediction of a future direction for organizational functioning which supports organizational effectiveness and efficiency.
- Proscription of changes in organizational and individual behavior that would improve organization effectiveness and efficiency. Justify each, using a particular symbolic frame.
- Development of a planned change process for the organization and its members, including the leader. The process should delineate expected changes in behavior.

COURSE OUTLINE

Session	Topic/Readings
1-2	Theory and Research: Shifting Paradigms. What is an organization? How do leaders analyze and diagnose organizational behavior? Text: Chapters 1, 2, 7.
3-5	The Structural Frame. Text: Chapters 3-5. Assignment: Structural Frame Analysis.
5-7	The Human Resource Frame. Text: Chapters 6-8. Assignment: Human Resource Analysis.

8-10	The Political Frame. Text: Chapters 9-11. Assignment: Political Frame Analysis.
10-12	The Symbolic Frame. Text: Chapters 12-14. Assignment: Symbolic Frame Analysis.
13-15	Leadership Behavior and Change. Text: Chapters 15-16, 18-23. Assignment: Organizational Analysis Application.

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University of California–Santa Barbara

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Introduction to Leadership Development

COURSE PURPOSE

This course is an overview of theoretical constructs and practical applications of leadership. Through lectures, readings, discussions, and projects, this course will assist students in developing individual approaches to effective leadership.

COURSE GOALS AND OBJECTIVES

- To introduce and examine historical, philosophical, and theoretical perspectives of leadership.
- To explore components of leadership skills and organizational behavior.
- To explore practical applications of leadership theories.
- To assess and strengthen leadership skills and abilities.

COURSE READINGS

These are available for purchase.

COURSE EVALUATION

Attendance is required for all class sessions. Grades for the course will be assigned by evaluation of the following expectations and assignments:

Class Attendance and Participation (10 points)

Personal Leadership Style Paper (15 points)
Basing your analysis on leadership theories learned in class, you are to analyze your own leadership style and explore components of various theories that best suit you, giving supporting examples (three to five pages).

Organization Observation Paper (20 points)
You are to attend at least two meetings of a campus or community organization (of which you **are not** a member) and write a paper stating your observations and assessments in the areas of leadership style, organizational norms and values, group dynamics and development, meeting management, and communication patterns. Recommendations to increase effectiveness should also be included (five to eight pages).

Group Case Study (25 points)
The class will be divided into groups. Each group will be given a case study to analyze. The group will collectively write a paper (five to eight pages), responding to the questions in the case study. During a class session, the group will have 20 minutes to present its findings and recommend a plan of action to the rest of the class. (The project will be evaluated as follows: group paper–10 points, group presentation–15 points.)

In-class Final (30 points)
The exam will consist of completion questions and a series of case studies which you will analyze, identify major issues, and make recommendations for improvement.

COURSE OUTLINE

Session	Topic/Assignment
1	Class Overview; Introduction to Leadership Theories – Great Man, Trait, Behavior.
2	Introduction to Leadership Theories – Behavior, Power-Influence. Reading: Approaches to Understanding Leadership.
3	Situational Theories: Fiedler's Contingency Model, Path-Goal Theory. Readings: The Contingency Model – New

Directions for Leadership Utilization; Path-Goal Theory of Leadership.

4 Situational Theories: Hersey & Blanchard Transformational Theory.
Reading: An Introduction to Situational Theory.

5 Assertive Communication: Guest, Assistant to the Dean of Students.
Reading: The Nuts and Bolts of Assertiveness Training.

6 Conflict Resolution and Mediation.
Reading: Interpersonal Conflict Management.

7 Meeting Management: Guest, CAC Peer Advisors.
Due: Leadership Style Paper.

8 Delegation.
Reading: Delegation: A Process as Well as a Strategy.

9 Organizational Vision: Guest, Chancellor.
Reading: Envision the Future: Imagining Ideal Scenarios.

10 Norms, Goals and Group Development.
Assignment: Case Studies for Session 17 distributed.

11 Team-building: Guest, Registrar.
Reading: A New Model of Team-building: A New Technology for Today and Tomorrow.
Assignment: Case Studies for Session 18 distributed.

12 Motivation.
Reading: The Study of Motivation.

13 Ethnicity and Leadership: Guest, Director of Housing.
Readings: Definition of Terms; Intercultural Concepts and the Psychology of Intercultural Experience.
Due: Organization Observation Paper.

14 Gender Issues in Leadership: Guest, Coordinator of the Community Service Organization.

15 Ethics.
Reading: Ethical Principles and Ethical Decisions in Student Affairs.

16 Managing Diversity: Guest, Vice Chancellor, Student Affairs.

17 Case Study Analysis Presentations.

18 Case Study Analysis Presentations.

19 Course Evaluation/Review Session.

20 Balancing Personal and Professional Lives: Panel.

21 Final Exam.

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University of California–Santa Cruz

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Sociology of Leadership

COURSE DESCRIPTION

In this course we will examine biographies, research, and theories about the exercise of leadership as well as our own leadership in relation to contemporary social organizations and social change. The class will be conducted in a seminar format and is intended for, and restricted to, students who are currently exercising leadership. Although the class will examine various definitions and conceptions of leadership, the primary working definition of leadership that will be used will be thinking and communicating about a group as a whole toward the end of achieving shared goals. Following this definition, leadership may be exercised with or without title, and a single group may have multiple leaders who are responsible for different activities.

COURSE GOALS

The central goals of the class are:
- To delineate the functions and styles of leaders in contemporary organizations and social change efforts.
- To explore persons' paths to and experiences with leadership.
- To examine social factors affecting relations between leaders and followers including gender, class, and race.
- To gain a fuller understanding of one's goals as a leader and one's own leadership.
- To explore issues of leadership achievement, burnout, and development.

COURSE TEXTS

Kahn, S. (1991). *Organizing: A guide for grassroots leaders.* Silver Springs, MD: National Association of Social Workers Press.
Sociology of Leadership Reader (SLR).

COURSE ASSIGNMENTS

- Class participation, which assumes attendance and preparation for discussion of readings. Readings are, of course, to be completed on or before the day assigned.
- Leadership in an organization (including a family of several persons) or social movement throughout this quarter.
- An oral synthesis for the class of one article from those listed under "Library Reserve Reading." Class members may select and sign up for these readings during Session 4.
- A journal of two-to-three double-spaced typed pages, to be submitted during sessions 4, 7, 12, and 16, on your feelings/thinking about and leadership experiences with issues discussed in the readings and in class, as well as issues in your own leadership that you would like to ask questions about in class and consider as you read further. When you discuss readings, cite the reading, including the pages.
- Session 10: A four-to-six-page typed, double-spaced review of one of the following biographies or autobiographies:
  - Addams, J. (1990). *Twenty years at Hull House: With autobiographical notes.* Urbana: University of Illinois Press.
  - Lewis, D. L. (1970). *King: A biography.* Urbana: University of Illinois Press.
  - Adams, F., & Horton, M. (1975). *Unearthing seeds of fire: The idea of highlander.* Winston-Salem, NC: John F. Blair.

  Describe: 1) how you feel about various aspects of the person's leadership, 2) how the person's goals and experiences with leadership relate to or differ from your own goals and experiences as a leader, 3) your assessment of how the leader was effective and how she or he could have been more effective (using and citing your reading of Si Kahn as well as your own experience in your assessment of what constitutes "effectiveness"), and 4) what you have learned from or had reinforced by reading about his/her leadership that might be useful to you or to others.
- Session 19: A six-to-eight-page paper in which you 1) describe the history of your own leadership experiences, including (but not solely) your accomplishments; 2) describe your goals as a leader for yourself, your friends, and your world; and 3) analyze your experiences as a leader from the perspectives of at least five course readings, citing the course readings and the concepts which you use. Incompletes will be given only with a doctor's written medical reason. Avoid mishaps by completing this paper early. If a mishap does occur and your paper is not completed by the start of class, come to class on time without your paper and talk to the professor about it after class.

COURSE OUTLINE

Session	**Topic/Assignment**
1	Introduction to the Seminar: Definitions, Types, and Bases of Leadership.
2	Film: *You Got To Move.* Reading: Si Kahn, Chapter 1.
3	Situating Ourselves as Leaders. Reading: Si Khan, Chapter 18.
4	The Necessity and Functions of Leadership. First journal assignment due (includes comments on readings and class sessions 2-4). Reading: Si Kahn, Chapter 2. Library Reserve Reading: Burns, J. M. (1978). *Leadership* (pp. 1-5). New York: Harper and Row. Freeman, J. (1972-73). The tyranny of structuralessness. *Berkeley Journal of Sociology, 17*, 151-164. Bunch, C. (1980, July). Womanpower: The courage to lead, the strength to follow and the sense to know the difference. *Ms. 9*(1).
5	Listening and Leadership; Leadership Histories. Readings: Si Kahn, Chapter 6. Weissglass, J. (1990, Summer). Constructivist listening for empowerment and change. *The Educational Forum, 54*(4), 351-370 (SLR).
6	Developing and Achieving Goals, and Avoiding Burnout as Leaders. Readings: Roby, P. Developing and achieving goals. *SWS Network, 8*(4) (SLR). Cevoli, C. Shedding light on burn-out. *Nuclear Times, 4*(3), 20-21 (SLR). Si Kahn, Chapters 5 & 8.

7 Leadership Styles and Functions: Video Excerpts: *Eyes on the Prize.*

Reading:
Jackins, H. (1987). The enjoyment of leadership. In *The longer view.* Seattle: Rational Island Publishers (pp. 165-197, SLR).
Library Reserve Reading:
Denmark, F. (1977, Winter). Styles of leadership. *Psychology of Women Quarterly, 2*(2), 99-113.

8 Gender, Class, and Race Perspectives on Leadership.

Second journal assignment due (includes comments on readings and class sessions 5-8).

Reading: Si Kahn, Chapter 4.
Library Reserve Readings:
Hill-Davidson, L. (1987, Winter). Black women's leadership: Challenges and strategies. *Signs, 12*(2), 381-385.
Green, R. (1990). American Indian women: Diverse leadership for social change. In L. Albrecht & R. M. Brewer (Eds.), *Bridges of power: Women's multicultural alliances* (pp. 61-73). Philadelphia: New Society Publishers.
Hall, N. (1990). African-American leaders and the politics of alliance work. In L. Albrecht & R. M. Brewer (Eds.), *Bridges of power: Women's multicultural alliances* (pp. 74-94). Philadelphia: New Society Publishers.
St. Joan, J. (1981). Female leaders: Who was Rembrandt's mother? In C. Bunch et al., *Building feminist theory.* New York: Longman.
Roby, P., & Uttal, L. (1988). Women and men trade union stewards: Handling union, family and employment responsibilities. *Women and Work, 3.*

9 Becoming Worksite Leaders: A Sociological Case Study of Ten Trade Unions.

Reading: Si Kahn, Chapters 3 &16.

10 Leaders and Leadership: Anne Moody, Martin Luther King, Jane Addams, and Myles Horton.

Assignment 4 due.

11 Becoming Effective Leaders.

Reading: Si Kahn, Chapter 11.

12 Leadership Development: Where Are We?

Third journal assignment due (comments on readings and class for sessions 9-12).

Reading: Si Kahn, Chapter 10.

13 Feminist Perspectives on Leadership and Power: Women and Leadership.

Readings:
Hartsock, N. (1981). Political change: Two perspectives on power. *Feminist theory.* New York: Longman (SLR).
Miller, J. B. (1983, Spring). Women and power. *Social Policy, 13*(4) (SLR).

14 Gender, Change and Leadership: Men.

Reading:
Connell, R. W. (1990, December). A whole new world: Remaking masculinity in the context of the environmental movement. *Gender & Society, 4*(4), 452-478 (SLR).

15 Leadership and Class Issues.

Assignment 5 due.

16 Race, Ethnicity, and Leadership.

Readings:
Baer, B., & Matthews, G. (1976). The women of the boycott. In R. Baxandall, L. Gordon, & S. Reverby (Eds.), *America's working women.* New York: Vintage Books. (From *The Nation,* pp. 363-373 SLR).
Dumas, R. G. (1980). Dilemmas of black females in leadership. In L. Rodgers-Rose (Ed.), *The black woman.* Beverly Hills: Sage Publishers (SLR).
Davis, K. E. (1982). The status of black leadership: Implications for black followers in the 1980s. *Journal of Applied Behavioral Science, 18*(3), 309-322 (SLR).
Childs, J. B. (1989). From the 1960s into the future. *Leadership, conflict and cooperation in Afro-American social thought.* Philadelphia: Temple University Press (pp. 123-148 SLR).
Si Kahn, Appendix.

17 Leadership Development: Recognizing and Overcoming Oppression and Internalized Oppression.

Readings (at least three of the following five):

Brown, C. The dynamics of anti-Semitism. *Tikkun, 6*(2), 26-28 (SLR).

Lipsky, S. (1977, Winter). Internalized racism. *Black Re-emergence, 2*, 5-10 (SLR).

Moraga, C. (1981). La guerra. In C. Moraga & G. Anzaldua (Eds.), *This bridge called my back: Writings by radical women of color.* Watertown, MA: Persephone Press (pp. 27-31 SLR).

Roby, P. (1980, May). Women supporting women—building solidarity. *SWS Network, X*(1) (SLR).

Russ, J. (1982, Spring). Power and helplessness in the women's movement. *Women's Studies Quarterly, 10*(1), 7-10 (SLR).

18 Leadership, Communication, and Power.

Reading: Si Kahn, Chapter 12.

Library Reserve Reading:

McAdam, D. (1986, July). Recruitment to high risk activism: The case of freedom summer. *American Journal of Sociology, 92*(1), 64-90.

Green, B. Building the ranks: One on one: The on-the-job canvass in Florida. *Labor Research Review*, No. 8.

Constanzo, M., Archer, D., Aronson, E., & Pettigrew, T. (1986, May). The behavior of energy conservation: The difficult path from information to action. *The American Psychologist, 41*(5), 521-528.

Daniels, A. K. (1985, April). Good work and good times: The place of sociability in the work of women volunteers. *Social Problems, 32*(4), 363-374.

Lerner, M. Surplus powerlessness. *Social Policy, 9*(4), 18-27.

Burns, J. M. (1978). The power of leadership. *Leadership* (pp. 9-17). New York: Harper and Row Publishers.

19 The Future of Leadership: Summary and Conclusions.

Reading:

Bunch, C., & Fisher, B. (1976, Spring). What future for leadership? *Quest, 2*, 2-13.

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University of Colorado–Colorado Springs

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Leadership Communication

COURSE DESCRIPTION

This course is an examination of contemporary theories and research pertaining to leadership in group, organizational, and societal settings. Topics include: symbolism, leadership style, transformational leadership, power, influence, team-building, charisma, creativity, and ethics.

COURSE ASSIGNMENTS

Critical Essay

Each student will be required to submit a critical essay of approximately 1,500 words (roughly five to seven double-spaced typed pages). Suggested essay topics are listed below. Students should try to analyze and synthesize material from the text and lectures by applying original thought and individual experience to the leadership communication process.

- Discuss the relationship between communication and leadership. Detail specific strategies you can employ to communicate like a leader.
- Discuss the authoritarian, democratic, and laissez-faire leadership communication styles. Identify the style you respond to most favorably. Provide an example of a group or organization in which you have encountered this most favorable style.
- Identify the specific traits you associate with successful leadership. How do your perceptions influence your behavior as a follower?
- Analyze the Situational Approach by identifying strengths and weaknesses in the situational framework. Provide specific examples from your own experience which either lend support for or argue against the validity of a situational approach to leadership.
- Discuss specific actions you can undertake to develop a transformational approach to leadership. What impact might adopting the transformational approach have on a group or organization you are involved with?
- Max DuPree argues that leaders should act as "servants." How do you respond to this assertion? How important do

you feel empowerment is to successful leadership?

- Discuss French and Raven's Bases of Power. Which power base(s) do you use most often? Why? Are you successful at influencing others?
- Choose a well-known leader. Discuss why you think this individual has been so successful or unsuccessful.

If these selected topics are not of interest, feel free to choose a topic which is more relevant to you. (Please clear these individual topics with me first, though.)

Examination
An objective examination dealing with the material covered in the weekly lectures and chapters one through eight of the text will be given.

Student Presentations
Groups (consisting of approximately four to five students) will prepare and deliver a 60-minute informative presentation dealing with any chosen topic related to leadership communication.

The manner of presentation is entirely at the discretion of the group. Groups will be asked to submit, before getting up to speak, a one- to two-page content outline of the presentation and a bibliography listing the sources used in collecting information for the presentation. Grades will be assigned to the group as a whole.

Please note that oral communication competency is expected. Simply reading from notes will not be acceptable.

Attendance and Participation
Leadership Communication is a course that students must attend regularly. Your attendance and participation are essential to your learning and to the overall success of the course. Students are expected to keep up with assigned reading and to actively participate in classroom discussion. The objective examination will include material covered both in the text and in weekly class sessions.

Case-study Examination
An open-book, open-notes, case study examination will be given during week 16. Students will be expected to synthesize material from throughout the course to provide recommendations for enhancing leadership effectiveness.

GRADING

Critical Essay	75 points
Examination	100 points
Student Presentations	100 points
Case Study Examinations	100 points
Attendance and Participation	25 points

360 - 400 points = A
320 - 359 points = B
280 - 319 points = C
240 - 279 points = D
239 points and below = F

COURSE TEXTS

Required:
Hackman, M. Z., & Johnson, C. E. (1991). *Leadership: A communication perspective.* Prospect Heights, IL: Waveland Press.

Supplemental Reading:
Bass, B. M. (Ed.) (1990). *Bass and Stogdill's handbook of leadership.* New York: Free Press.
Bass, B. M. (1985). *Leadership and performance beyond expectations.* New York: Free Press.
Larson, C. E., & LaFasto, F. M. J. (1989). *Teamwork.* Newbury Park, CA: Sage.

COURSE SCHEDULE

Week	Topic/Assignment
1	Preview of Course Expectations and Requirements.
2	Leadership and Communication; Leadership Communication Styles. Read Hackman & Johnson, Chapters 1 & 2.
3	Leadership Communication Styles (cont.).
4	Theoretical Approaches to Leadership. Read Hackman & Johnson, Chapter 3.
5	Theoretical Approaches to Leadership (cont.) Video: *The leadership alliance.* Critical Essay topics distributed in class.
6	Theoretical Approaches to Leadership (cont.). Leadership, Power, and Influence. Read Hackman & Johnson, Chapters 4 & 5.
7	Leadership in Groups and Teams. Read Hackman & Johnson, Chapter 6. Presentation group rosters and topics due. Critical Essay due.
8	Leadership in Organizations. Video: *In search of excellence.* Read Hackman & Johnson, Chapter 7, pp. 141-153.

9	Leadership and Gender. Read Hackman & Johnson, Chapter 7, pp. 154-159.
10	Public Leadership/Charisma. Video: *I have a dream*. Read Hackman & Johnson, Chapter 8.
11	Examination.
12	Student Presentations. Read Hackman & Johnson, Appendix A.
13-15	Student Presentations.
16	Case-study Examination.

* * *

University of Maryland

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Leadership Principles & Practices

COURSE PURPOSE

The goal of the seminar is to introduce future policy makers to leadership principles and practices. Students will be exposed to a broad range of leadership approaches through readings and discussions with reflective practitioners. The seminar will begin with an introduction to the theory of leadership. The classes will focus on different leadership themes and skills. The purpose is to deepen the students' understanding of leadership and enhance their capacity for leadership in the policy process.

COURSE ASSIGNMENTS

Each student is required to submit two papers of approximately five double-spaced pages each. The first paper is due during Session 8, discussing a personal leadership experience. The second is due during Session 11 and should reflect on the relevance to our understanding of leadership of a biography, novel, play, film, or collection of short stories you select or of our community service project (see class descriptions of Sessions 10-13).

A final paper is required in lieu of a final exam. The topic and length will be announced during Session 14. The paper will be due at the time the exam is scheduled. It will ask you to demonstrate both substantive intellectual analysis and personal reflection. I suggest that you keep a journal of personal reflections during the seminar. This will be valuable to you in preparing your final paper. (See "Diarist's Note" from *The Journals of David E. Lilienthal.*)

REQUIRED TEXTS

In addition to the materials distributed to you, the following books are required reading:

Fisher, R., & Ury, W. *Getting to yes.* Penguin.
Gardner, J. W. (1990). *On leadership.* Free Press.
Kellerman, B. (Ed.). (1986). *Political leadership: A source book.* University of Pittsburgh Press.
Redman, E. *The dance of legislation.* Touchstone.

GRADING

Each student's final grade will be determined as follows: class participation, 35%; two seminar papers, 25%; and final paper, 40%.

COURSE OUTLINE

Session	**Topic/Assignment**
1	Overview. The purpose of the first session is to begin a discussion of the leadership topic and to go over the design of the seminar. No reading is assigned.
2	Nature of Leadership. The second session will cover a broad range of leadership theories—from the "great man" theory of John Gardner's notions of dispersed leadership. Readings: National Association of Community Leadership Organizations. (1984). Exploring leadership. Carlyle, T. (1840). The leader as hero. In Kellerman (pp. 5-9). Spencer, H. (1873). Is there a social science? In Kellerman (pp. 10-15). James, W. (1880). Great men and their environment. In Kellerman (pp. 16-23). Burns, J. M. (1978). Leadership. In Kellerman (pp. 419-424).

Gardner, J. W. (1990). *On leadership* (pp. 1-37).

Dr. Seuss. (1950). *Yertle the turtle.*

3 Leadership Styles and Communication.

We will discuss the different motivations, styles, and attributes of leaders. We will begin with clips from popular movies that are suggestive of different approaches to leadership. After the break, we will discuss the importance of communication skills to leadership and consider the impact of the news media on the operation of politics and government.

Readings:

Machiavelli, N. (1532). *The prince.* In Kellerman (pp. 376-387).

Giamatti, A. B. (1981). Power, politics, and a sense of history. In *The university and the public interest.*

Lewis, F. (1988, November 13). Quiet power endures [about Jean Monnet]. *The New York Times.*

Gardner, pp. 55-66.

Thompson, D. (1980). Moral responsibility of public officials. In Kellerman (pp. 396-418).

King, M. L. (1963). I have a dream.

Wilson, W. (1890). Leaders of men. In Kellerman (pp. 428-437).

Willner, A. R. (1984). The rhetoric of charismatic invocation. In *The spellbinders: Charismatic political leadership.*

Blumenthal, M. (1988, November 14). The eloquence gap. *The New Republic.*

Kemeny, J. (1980). Saving American democracy: The lessons of Three Mile Island.

4 Policy-making Process.

Maryland State Senator Mary Boergers will join us for a conversation about the policy-making process.

Readings:

Redman, E. (1973). *The dance of legislation.*

Plunkitt, G. W. (1905). Reformers only morning glories. In *Very plain talks on very practical politics.*

Matthews, C. (1991, August/September). Power manners. *Regardie's.*

Janis, I. Groupthink. In Kellerman (pp. 327-346).

Adams, B. (1979). The limitations of muddling through: Does anyone in Washington really think anymore?

Adams, B. (1984). The frustrations of government service.

Adams, B. The crowded week in the life of a county council member.

5 Private Conferences.

Students are to arrange private conferences with the professor. We will discuss your paper topics and any leadership issues or questions of interest to you.

6 Innovation and Change.

Graham Norton, director of the Montgomery County Department of Transportation, will lead us in a discussion of innovation and change. We will focus on the special challenges facing top management officials in a period of limited resources.

Readings:

Neustadt, R. E., & May, E. R. (1986). Seeing time as a stream. In *Thinking in time* (pp. 247-270). Free Press.

Gardner, pp. 121-156.

Reich, R. B. (1991). *The work of nations* (pp. 81-91). Knopf.

Bellah, R. N., et al. (1991). *The good society* (pp. 82-110). Knopf.

Sensenbrenner, J. (1991, March/April). Quality comes to city hall. *Harvard Business Review.*

Osborne, D., & Gaebler, T. (1992). *Reinventing government* (pp. xv-24). Addison-Wesley.

7 Private-sector Leadership.

Laura Henderson, president of Prospect Associates, a government consulting firm, will join us for a discussion of leadership in the private sector. In addition to discussing the differences between leadership in the government and private sectors and the interconnections between the two sectors, we will talk about the special leadership challenges women face.

Readings:

Kanter, R. M. (1983). Reawakening the spirit of enterprise: Toward an American corporate renaissance. In *The change masters* (pp. 352-370). Simon & Schuster.

Nulty, P. (1989, February 27). America's toughest bosses. *Fortune.*

Skrzycki, C. (1989, July 23). Healing the wounds of success. *The Washington Post.*

Fulghum, R. (1989). *All I really need to know I learned in kindergarten.*

Coles, R. (1987, October 25). Gatsby at the B school. *The New York Times.*

Hart, M., & Kaufman, G. S. (1936). *You can't take it with you.*

McGovern, G. (1992). A politician's dream is a businessman's nightmare. *The Wall Street Journal.*

Leinberger, P., & Tucker, B. (1991, August 4). The sun sets on the silent generation. *The New*

York Times.

Mathias, B. (1989, August 18). Corporate caring. *The Washington Post.*

Hawkins, B. (1991, August 9). Minorities, women face 'glass ceiling,' U.S. study says. *The Sun* (Baltimore).

Castro, J. (1989, March 27). Rolling along the mommy track. *Time.*

Schwartz, F. N. The 'mommy track' isn't anti-woman. *The New York Times.*

8 Personal-leadership Experiences.

Each student will present a paper on a significant personal leadership experience.

9 Collaborative Problem Solving.

Rich Bradley, president of the International Downtown Association, will join us for a conversation about negotiation, mediation, and collaborative decision making.

Readings:

Fisher, R., & Ury, W. (1981). *Getting to yes.*

Dionne, E. J., Jr. (1991). *Why Americans hate politics* (pp. 9-28). Simon & Schuster.

Program for Community Problem Solving. Solving community problems.

Hamblen, M. (1988, June 13). Birth of an American town. *The Montgomery Journal.*

Hardin, G. (1968). The tragedy of the commons. *Science.*

Gardner, pp. 93-111.

Dr. Seuss. (1984). *The butter battle book.*

Bradley, R., & Adams, B. (1991, Winter). *Synergy* newsletter.

10 Community-service Project.

Several students will be responsible for organizing a community service project that all students will participate in. After the project, we will discuss community service with Kathleen Townsend, director of the Maryland Student Service Alliance. The project organizers are to submit five-page, double-spaced papers on the leadership lessons learned from the project, due during Session 11.

Readings:

Gardner, pp. 112-120.

Goodman, E. (1988, November 19). JFK and our need for idealism. *The Washington Post.*

Payne, B. Preface. *Resource book for students in community service.*

Jackson, M., & Richie, L. (1985). We are the world.

Hagigh, J. (1991, June 11). Helpful GE elves renovate youth club. *The Montgomery Journal.*

Conn, D. (1991, August 30). Unlikely lessons: Outward bound gives MBA students an education. *The Sun* (Baltimore).

11 Learning About Leadership From Biography.

Several students will select a biography to read. We will begin the class with a video interview of Robert Coles on the power of learning from individual stories. Each student will make an oral presentation about the leadership characteristics of the subject of the biography and will submit a paper of approximately five double-spaced pages.

Readings:

Lewis, E. (1980). The political leader as entrepreneur. In Kellerman (pp. 250-264).

Tucker, R. (1982). Nonconstituted leaders. In Kellerman (pp. 265-268).

Gardner, pp. 38-54, 183-192.

12 Private Conferences.

Students are to arrange private conferences with the professor.

13 Learning About Leadership From Literature.

Several students will review a play, novel, film, or collection of short stories relevant to the leadership issue. Each student is to make an oral presentation on the relevance of the reading to leadership and to submit a five-page, double-spaced paper.

Reading:

Coles, R. (1989). The private life. *The call of stories: Teaching and the moral imagination.*

14 Leadership Principles and Practice.

In this final session, we will attempt to pull what we have learned about leadership into a coherent whole. We will begin with a discussion of a case about the ethical issues involved in the New York City fiscal crisis of the mid-1970s. The second half of the discussion will focus on leadership theories, themes, and practices.

Readings:

Kennedy School of Government. Ethical issues in the New York City fiscal crisis, 1974-1975.

Bellah, R. N., et al. (1991). *The good society* (pp. 111-144). Knopf.

Gardner, pp. 67-80, 193-199.

Milgram, S. (1974). The dilemma of obedience. In Kellerman (pp. 129-138).

Cronin, T. E. (1984). Thinking and learning about leadership.

Heifetz, R. A., & Sinder, R. M. (1987). Political leadership: Managing the public's problem solving.

Bennis, W. (1989, December 31). Followers make good leaders good. *The New York Times.*

Mathews, J. (1991, April 21). As good as American politics can be [about Mo Udall]. *The Washington Post.*

Walinsky, A. (1988, June). Why we search for R. F. K. *The New York Times.*

The assignment for the final paper will be distributed during Session 14. The paper will be due at the time the final exam is scheduled to begin.

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University of Michigan

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Leadership Development Class

COURSE PURPOSE

This class is open to first- and second-year students at the university who are interested in learning about leadership, groups, and organizations. The primary goals of this course are:

- To provide increased opportunities for growth in self-awareness.
- To acquire knowledge of the structure and function of organizations from a sociological perspective.
- To develop and practice skills related to "leadership."
- To examine current sociological trends and issues facing student leaders today.

COURSE OUTCOMES

- Describe one's own personal leadership- and membership-style, strengths, and weaknesses.
- Recognize symptoms of organizational function and dysfunction.
- Understand the significance of adept communication skills in developing appropriate leader behavior and begin to demonstrate these skills.
- Explain the role of leadership and its impact on group function.
- Understand the value of taking risks and accepting challenges.
- Apply principles discussed in class to one's own organizational experiences.

COURSE REQUIREMENTS

Class Attendance
A key learning tool for this course is daily participation in discussions and exercises. Most class sessions will require that you contribute your thoughts, feelings, opinions, experiences, etc. With this in mind, each student will be excused a maximum of two class periods throughout the term. Attendance will be taken on a regular basis. If you miss more than two classes, you will not pass the class.

Class Writings
When exploring personal thoughts and feelings, it is very effective and rewarding to reflect upon and record, in writing, what you're experiencing. Each week you'll be asked to respond to an issue based on your reactions to readings, class, and personal or organizational experiences.

Issue Papers
Two issue papers will be assigned throughout the term. In each paper, you will be required to react to and analyze a particular topic of interest to you on the issue of leadership. The minimum length for each paper is four to five typed pages. Feedback will be given for learning (not for evaluative) purposes.

Group Presentations
The purpose of this assignment is to integrate seminar, organizational experience, and readings. Class members will form groups based on similar topic interests. Presentations will be made to the class with classmates evaluating the presentations. Each presentation is expected to last 45-60 minutes. Facilitation of class discussion on the topic is highly suggested as an element of the presentation. Further details will be discussed at a later date.

Sociology Paper
In lieu of a final exam, one in-depth paper will be assigned to help you synthesize what you learned in this class. This paper must be from a sociological perspective and will be graded by the sociology teaching assistant. A timeline for the paper will be distributed at a later date.

EXPECTATIONS

- Come prepared to class (complete assignments/readings, bring appropriate materials, etc.).

- Be willing to share your experiences and feelings; through this type of discussion, we will achieve our learning.
- Be willing to criticize yourself and your organization constructively and accept this feedback from others.
- Be open and honest with other class participants and instructors.

GRADING

This class is a non-letter-graded course; it is credit/no credit. However, a genuine commitment to learning is essential. Students not fulfilling all course requirements will not receive credit for the course. Each student will be evaluated on class attendance and participation, issue papers, familiarity with the readings, the presentations, and the sociology paper. Students who do not fulfill these requirements in a timely manner will be required to complete additional assignments in order to pass the course.

LEARNING GOALS AND STYLES

As is true of any group, each individual brings to this course different experiences, goals, and learning styles. The course will seek to respect and utilize these differences. Individuals will articulate their goals and take the initiative in fulfilling them. If at any time students experience difficulties in achieving their goals, they are expected to seek help from other students and staff. Students are responsible for making the most of their own learning.

A FINAL THOUGHT

In an attempt to facilitate your learning and development as well as that of your peers, this course requires that all participants be willing to respect the viewpoints and experiences shared during class discussions. All participants should feel comfortable sharing information about themselves and their organization.

COURSE OUTLINE

Session Topic/Assignment

Understanding Leadership

1 Introduction/Team-building.

2 Trust-building and an Introduction to "Leadership."

3 Leadership History and Theory.
- The Nature of Leadership, John Gardner.
- Theories of Leadership, *Contemporary Leadership Behavior*, Ann Marriner.
- Transformation Leadership, *Contemporary Leadership Behavior*, Christean Cottingham.
- Making Sense Out of Chaos: Leading and Living in Dynamic Systems, Kathy Allen.
- Due: Brief Writing Assignment, Expectations Sheet and Information Sheet.

4 Organizational Structure and Leadership in the University Context & Sociological Impact of Organizations.
Due: Lab Fee to LSA Cashier's Office.

5 Leadership Styles and Working With Styles Different From Ours.
- Marginality and Mattering: Key Issues in Building Community, Nancy Schlossberg.
- Definitions of Racism.
- White Privilege: Unpacking the Invisible Knapsack, Peggy McIntosh.
- The Recoloring of Campus Life, Shelby Steele.
- Minority Students on Campus: Enhancing Cultural Growth and Understanding, Francine G. McNairy and Dan Romero.

6 Dealing with Differences.
- Male-Female Interpersonal Styles in All-Male, All-Female and Mixed Groups, Elizabeth Aries.
- Sexual Harassment of Women in the Workplace: Managerial Strategies for Understanding, Preventing, and Limiting Liability, Joyce L. Carbonell, Jeffrey Higginbotham, and John Sample.
- Student Voices: Gender and Academic Climate at the University of Michigan.

Managing and Leading Yourself

7 Values and Personal Goal Setting.
- Values: A Discussion.
- Goal Setting: Making Dreams Come True, *Leadership is Everybody's Business*.
- *On Becoming a Leader*, William Bennis, Chapters 1-5.
- Due: Issue Paper #1.

8 Communicating With Others: Listening, Feedback & Assertiveness Skills.
- Listening is a Learned Art, Stacey Lucas.
- Giving and Getting Feedback, Phillip Hunsaker & Anthony Alessandra.
- Assertive, Non-assertive, and Aggressive Behavior.

- The Development of Assertive Behavior, *Your Perfect Right.*
- *Myers-Briggs Type Indicator* Reading.

Leading and Managing Others in a Formal Structure

9 Public Speaking 101: Presentation and Facilitation Skills.
  - The Fine Art of Leading a Meeting, Julie Bailey.
  - How to Make Your Meetings Fun and Productive, SET Publications.
  - The No Sweat Guide to Running a Meeting, Randall Zarn.
  - Mastering the Art of the Winning Presentation, Paul LeRoux.
  - Using Visual Aids, Sandy Linver & Nick Taylor.
  - The ABC's of Parliamentary Procedure, Channing L. Bete Co.

10 Stages of Organizational Development/Group Process.
  - Role Functions & Performances, *The Dynamics of the Group.*
  - Group Characteristics and Their Effects, *The Dynamics of the Group.*
  - *On Becoming a Leader*, Warren Bennis, Chapters 6-10.
  - Due: Issue Paper #2.

11-12 Student Presentations.

13 Organizational Conflict Management and Problem Solving.
Due: Sociology Paper.

14 Evaluation and Closure.
Closure: The Importance of Saying Goodbye, Doherty.

* * *

University of Michigan

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Advanced Seminar in Leadership

COURSE OBJECTIVES

This seminar is designed for junior and senior student leaders who have held or currently hold organizational positions of significant responsibility.

The goals of the seminar are:

- To challenge students to examine issues, concepts, and situations that relate to organizational development.
- To help students reflect on and learn from their own experiences.
- To facilitate the development of a personal model of ethical decision making.
- To assist students in making the transition from campus leadership to professional and community leadership.
- To prepare individuals to live in an environment of constant change.
- To provide opportunities for participants to interact with several university and community leaders.

COURSE REQUIREMENTS

- Attend a total of 14 seminar sessions. A student will not pass if more than two sessions are missed. All absences must be approved by the instructor(s).

- Keep current on the assigned textbook and coursepack readings.

- Actively participate in class discussions.

- Keep a journal. The purpose of the journal is to provide an opportunity for participants to reflect upon what they have learned. The journal entries can be on experiences in the classroom or on how what has been discussed in the classroom and/or the readings have helped you better understand your leadership experiences. Read the article on journal writing in the coursepack for further information. Journal entries will be collected every week.

- Write a five-page paper, utilizing the frameworks outlined in *On Becoming a Leader*, to analyze the development of your own leadership abilities.

- Write a five-page paper on a topic to be discussed in detail with the instructor.

- Interview a leader of your choice. Details to be covered in class.

GRADING

This class is a non-letter-grade course. It is taken for credit/non-credit. However, a genuine commitment to learning is essential. The facilitators expect all enrolled students to do "A" work. Students not prepared to make this type of commitment are urged not to enroll for this course. Students not fulfilling all course requirements will not receive credit for the course. In our review of each student at the end of the term, instructors will be evaluating class attendance and participation, reaction papers, familiarity with the readings, the interviews, and the papers. The breakdown of percentages toward the final grade are as follows:

Class Attendance, Participation, and Readings	35%
On Becoming a Leader Paper	10%
Journal	25%
Research Papers	25%
Interview	5%

FOOD FOR THOUGHT

In many university courses the student is only responsible for his/her own learning. In this class, each student is also responsible for the learning of every other student. Facilitators will be encouraging a learning environment in which growth is not only private, but also shared and nurtured by all. We are all students and we are all learners.

COURSE OUTLINE

Session	**Topic/Readings**
1	Introduction to Class/Team-building.
2	Leadership and Management. • "The Nature of Leadership," John W. Gardner. • "Introduction: Taping the Natural Tension Between Managers and Leaders," Craig R. Hickman, pp. 1-18.
3	Student and Leadership Development Theory. • *On Becoming a Leader*, Warren Bennis. • "Leadership Development—The Early Years," John W. Gardner. • "Theories of Leadership," Ann Marriner. • "Emerging Leadership Paradigm," Tami Goodstein.
4	Community and Team Development. • *The Different Drum*, M. Scott Peck, Chapters 3 & 4. • "Community," John W. Gardner. • "The Body Shop," *Inc. Magazine*. • "Ben and Jerry's," *Inc. Magazine*.
5	Personal Power and Power in Organizations. • *The Nibble Theory and the Kernel of Power*, Kaleel Jamison. • "Personal Power," Kurt Keppler.
6	The University as Community and Formal Structure. • "1492," *Monthly Review*, July-August, 1992. • "Rewriting our History," *Monthly Review*, July-August, 1992. • "Two Myths are Better Than One," *Monthly Review*, July-August, 1992. • "Concept of Merit Is Not Racist." • "Reverse Racism Is a Myth." • "Legally Sanctioned Special Advantages Are a Way of Life in US." • A Rich Legacy of Preference." • "Leadership for Change: Toward a Feminist Model."
7	Factions Within Communities. • "Marginality and Mattering: Key Issues in Building Community," Nancy Schlossberg. • "Fragmentation and the Common Good," John W. Gardner.
8	Ethics. • "The Moral Dimension," John W. Gardner.
9	Race and Gender Issues in Leadership: Part I. • *The Female Advantage*, Nancy Helgesen, Chapter 1. • "Teaching, Educating and Developing Men: The Missing Piece in Student Development Education in Colleges and Universities," Bernard Franklin. • "I'm Sorry, I'm Not Apologizing," Deborah Tannen. • Gender Role Development.

10 Race and Gender Issues in Leadership: Part II. Workforce 2000: Work and Workers for the Twenty-first Century

11 Leaders' Responsibilities to the Community.

12 How Does Change Occur at Universities?
- "Talking Back," Bell Hooks.
- "Can White Heterosexual Men Understand Oppression?"
- "Interconnections."
- "Beyond Racism and Sexism."
- "Age, Race, Class and Sex: Women Redefining Difference."
- "The New Censorship: Racial Incidents at Michigan."
- "Teach Diversity With a Smile."
- "University of Michigan Race Course Opens Debate."

13 Making the Transition from the University of Michigan to the Working World.

14 Closure and Evaluation.

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University of Nebraska–Omaha

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Leadership and Administration

COURSE PHILOSOPHY

This class has been developed to offer students the opportunity to increase their leadership skills. Through lectures, class discussions, individual projects, case studies, and workshop-type exercises, students will be given the information, skills, and approaches that will develop their leadership potential and provide the background necessary to be a successful leader.

COURSE REQUIREMENTS

Case Studies
Each student will be required to analyze two cases. The analysis is to be no longer than two typed pages. Guidelines for the analyses will be provided prior to the due dates.

Position Paper
One two- or three-page typed theme, supporting the student's views on a predetermined topic is required.

Speech
Each student is expected to give a five-minute speech to the entire class on a topic of his/her choosing.

Paper
Students are required to develop a well-researched and creatively written paper, covering any aspect of leadership presented in this course. This paper should include a survey of the literature as well as a synthesis of the concepts presented in class, and knowledge gained through actual leadership experience. The paper should be seven-ten typed pages.

Project
Learning is more often the result of "doing" or the repetitive application of skills. The opportunity to exercise/practice the skills learned in the class is through participation in a campus/community club or organization (i.e., student government, sorority, fraternity, neighborhood group, church). Each student is expected to perform one or more of the skills presented in class (i.e., conduct a meeting, lead a project, make a presentation). Write a two-page paper detailing the activity and noting what specific skills were. NOTE: Performance of this activity must be clearly documented (i.e., attach meeting agenda bearing your name, letter from organization chair).

Class Participation
Students are expected to attend class and participate in all exercises and discussions. Two points will be deducted from the final point total for each class missed. Credible participation comes through reading the assignments and synthesizing the information *prior to class*.

GRADING

Grades will be determined according to the accumulation of points. Points are allocated as follows:

Two cases at 50 points each	100 pts
Position paper	50 pts
Speech	50 pts
Organization project	50 pts

Paper	100 pts
Class participation	50 pts
TOTAL	400 pts

Grades will be determined according to the following scale:

400 - 360 pts	A
359 - 320 pts	B
319 - 280 pts	C
279 - 240 pts	D
Below 240 pts	F

Incompletes will not be given. It is the student's responsibility to keep up with assignments.

COURSE TEXT

Bennis, W. (1989). *On becoming a leader.* Addison-Wesley. Additional readings are on reserve at university library.

COURSE OUTLINE

Session **Topic/Objective/Assignment**

1-2 Course Introduction.
- Students will have a clear understanding of the course and its direction
- Students will understand the nature of leadership

Bennis, Chapter 1.
"Leadership Starts with You," *Supervision*, July 1990.

3-5 Basic Concepts and Theories of Leadership.
- Students will understand the basic concept and theories of leadership
- Students will become acquainted with various leadership characteristics
- Students will explore different leadership styles

Bennis, Chapter 2.
Lippitt, "What Do We Know About Leadership?", *Group Dynamics.*
Likert, "How to Choose A Leadership Pattern, *Group Dynamics.*
Position Paper Due: Are Leaders Born or Made?

6-7 Discovering and Understanding Individual Leadership Potential.
- Students will be able to assess individual leadership potential
- Students will understand the importance of personal traits

Bennis, Chapters 3, 4.
Drucker, *The Effective Executive*, Chapters 1, 3.

8-9 Communications.
- Students will understand basic communications theories, principles, and practices
- Students will learn the principles of effective group discussion

Rogers and Roethlisberger, "Barriers and Gateways to Communication."
Bennis, "Interpersonal Communications."

10-12 Public Speaking.
- Students will understand the importance of effective public speaking
- Students will discover personal weaknesses and examine ways to improve personal speaking style

Develop a five-minute speech.

13-14 Effective Meetings.
- Students will learn to conduct effective meetings
- Students will learn the importance of an agenda
- Students will learn to control the flow of group discussions

15-16 Goal Setting.
- Students will be able to define goals
- Students will be able to examine and modify personal goals
- Students will understand individual vs. group goals

Bennis, Chapters 6-7.
Drucker, *The Effective Executive*, Chapter 5.

17 Time Management.
- Students will become aware of the needs and benefits of time management
- Students will learn practical steps to manage time

Drucker, *The Effective Executive*, Chapter 2.
Case Study Due.

18-19 Decision Making/Problem Solving.
- Students will learn the steps to making good decisions
- Students will reassess the need to prioritize
- Students will learn the difference between individual and group decision-making processes

Bennis, Chapter 5.
Drucker, *The Effective Executive*, Chapters 6, 7.

20-21 Stress management.
- Students will learn what stress is
- Students will analyze individual responses to stress
- Students will be able to diagnose present sources and levels of stress

Kouzes and Posner, *The Leadership Challenge*, Chapter 5.

22-23 Motivation.
- Students will learn steps to personal motivation and motivating others
- Students will take the personal motivation inventory

Bennis, Chapter 8.
Kouzes and Posner, Chapter 11.
Case Due.

24 Assertiveness.
- Students will learn the difference between being assertive and being aggressive
- Students will learn the importance of being direct in communication

25-26 Team-building.
- Students will learn the importance of working as a team
- Students will develop useful team-building skills

Project Due.

27-28 What Followers Expect from Leaders.
- Students will learn what others expect from their leaders and how to meet those expectations
- Students will learn how to build and lose credibility

Kouzes and Posner, *The Leadership Challenge*, Chapter 13.
Bennis, Chapter 8, Review.

29-30 Leadership and the Future.
- Students will discover how successful leadership depends on a future vision
- Students will understand the requirements of "futures-creative" leadership

Nanus, "Futures-Creative Leadership, *The Futurist*, May/June 1990.
Gardner, "Leadership and the Future," *The Futurist*, May/June 1990.

31 Paper Due.

University of North Carolina–Chapel Hill

Joan Busko
Kenan-Flagler Business School
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(919) 962-3234

Leadership Challenges in a Diverse Workforce

COURSE OBJECTIVES

Students will work toward establishing the general skills expected of a successful professional:

- Appreciating the reader's/listener's attitude and expectations, i.e., the "you" message.
- Stating a clear and meaningful purpose for the written/oral product.
- Selecting appropriate information for the product.
- Organizing strategically the written/oral work.
- Using the appropriate tone.
- Finding the correct motivational/persuasive/informative voice.
- Listening and responding to the mood and behavior of the audience.
- Writing and speaking clearly and concisely.
- Using the correct mechanics.
- Applying useful visual aids in written/oral work.
- Applying conventional rhetorical devices to business situations in a creative fashion.
- Working effectively and productively in teams.

I have designed this course to include both written- and oral-skill development in a natural progression, mimicking the methods used in the contemporary business world to solve problems. You will also have a worthy resumé project and the opportunity to make professional contacts for networking. Students describe this course as preparation for the world they are about to enter.

TEXTS

Locker, K. O. *Business and Administration Communication*
Strunk, W., & White, E. B. *The Elements of Style*
Reference: Gardner, J. *On Leadership*

COURSE GRADING

Each assignment is worth the following percentage of the total grade:

Executive Summary	5%
Short Memo	7%
Survey/Long Memo	7%
Business Letter	7%
Persuasive/Goodwill Speech	7%
Informative Speech	7%
The Team Report:	
Formal Recommendation Report	15%
Corresponding Oral Report	15%
Peer Evaluations	5%
Notebook/Journal	10%
Good News/Bad News Letter	10%
Attendance/Participation	5%

ATTENDANCE POLICY AND PARTICIPATION

This course is a lesson in group responsibility and courtesy. If you are not in class, it is probable that you will miss pertinent information and will inconvenience your team. Repeated absences will affect adversely the quality of your work and your journal will notably suffer.

WHY I CHOSE THE SELF-DIRECTED/ SELF-MANAGED TEAM STRUCTURE FOR THE WORK OF THIS COURSE

Caring, Trust, and Teamwork. A good community nurtures its members and fosters an atmosphere of trust. Members deal with one another humanely, respect one another, and value the integrity of each person. They both protect and give a measure of autonomy to the individual. Everyone is included.

Such attitudes make it possible to work together on necessary common tasks. Undergirding the teamwork is an awareness by all that they need one another and must pool their talent, energy, and resources. There is a feeling that when the team wins, everybody wins. (*On Leadership*, p. 117)

During your lifetime whether or not you are able to give a worthy contribution to our complicated world will depend on your abilities to collaborate and to cooperate, to be an effective leader, and to be a productive follower.

Before the final draft of each graded project is due, the team members should critique each member's assignments and provide feedback for each other. If possible, I will give class time to meet, in addition to the outside work needed to complete each task. Besides the rapport-building this process allows the luxury or burden of isolated work on a total project. The need to know how to work closely with a group of diversely talented individuals is crucial to your doing productive work. You will find that this group interaction will foster your problem-solving skills, practice your critical-thinking and judgment skills, and challenge your decision-making ability. Quickly, you will get used to commenting constructively on a peer's work, as well as openly and fearlessly accepting reviews of your work by your colleagues. Eventually you will find your group work becomes more efficient and excellent as you come to know and trust each other.

Group work succeeds because of the combined energy, the loyalties, and the democratic process. You will, in time, come to agreeable methods of working through differences, and especially you will come to appreciate the varying strengths of your peers which will complement your own. You will learn how to query and how to elicit information you need to do your own job well; most importantly, you will learn how graciously to supply your colleagues with what they need to know in order that the synergy of the total group's work can assure a superior product.

To be effective, the entire group must develop and "own" the policies and guidelines for meetings and work assignments:

a. Members should exchange local phone numbers and a general schedule of immutable responsibilities; arranging a weekly team meeting is a good idea.
b. Each member must come to the group with the intention of making a good faith effort and with a willingness to work hard and to cooperate with each other.
c. Each member must be willing to take equal responsibilities and be prepared for the assigned task.
d. Each member must try hard to listen carefully and accurately and to communicate positively:
    - Listen respectfully before you reply or add to the discussion.
    - Use words that are friendly and constructive.
    - Offer information and opinions that are clear, concise, specific, and then stop.
    - Ask for clarification when you need it; do not assume that you understand everything you hear or that everyone understands you.
    - Try to stay on the subject and the task at hand.
    - Be responsive, open-minded, and willing to change your stance.

For the team to be successful and for the projects to have value and purpose, the group must have a shared vision. The group will fall apart if even one member refuses responsibility and betrays the group's trust. It is the members' obligation to work out problems that will arise; I suggest that you regularly schedule "heart-to-heart" sessions: these special meetings will encourage you to give each other honest, non-judgmental feedback.

The goals for this team work are long-range and possible. Not only will you be learning basic and solid communication skills, but also you will be adding to your polish and professionalism.

THE ROLE OF THE SELF-DIRECTED TEAM LEADER

The leader will receive no extra credit but will have the opportunity to learn firsthand about the nature of leadership and the role and tasks of a leader, described in John Gardner's *On Leadership*. There are critical responsibilities for the team leader:

- Setting up and following through on meetings outside class.
- Overseeing in-class feedback meetings so that each member has a proper turn both commenting and having assigned work critiqued.
- Contacting by phone or by letter the Leadership Lecture speaker.
- Writing the guest speaker a personal thank-you note, and inviting the guest to return for your final presentation.
- Chairing the final team report.

OPEN FORUM: HOT TOPICS: LEADERSHIP DILEMMAS

Each team will be responsible for one-half class period, choosing a topic, and leading the discussion. Current issues involving ethics, social responsibility, gender, and diversity are appropriate. Use handouts in preparation and visual aids in class, if helpful. The classroom atmosphere must be open, polite, and non-judgmental. All must feel free to speak their minds. At the end of the period, you will have 10 minutes to write your immediate reactions and personal reflections in your journal.

DIVERSITY PRESENTATIONS

As a team, select any group/culture to study for class presentation and discussion. Appropriate topics are popular and historical culture, etiquette practices, communication and business styles and preferences, and stereotypes which hinder true understanding and appreciation. This research and reporting will foster preparation for both Workforce 2000 and for international interaction.

LEADERSHIP LECTURES

Each committee will invite a local leader to come to class and discuss philosophies, experiences, and practical knowledge of leadership. Before the class we will structure and limit each speaker's topic to allow a range and wealth of ideas.

The content of the invitation should contain, at a minimum, who you are, why you are asking this speaker to come to class, the general content of the desired talk, how the class plans to use this information, and the time, date, and place. Check the form of this invitation against the criteria for a correct business letter. You may make the initial invitation and arrangements by telephone, but you must follow up with a formal letter of agreement.

Each team is responsible for making sure that the guest is on time, has a parking space, and is comfortable and knowledgeable about the mission of this course. Each team should also make sure that the class runs smoothly and should be prepared to respond to the guest's comments thoughtfully and relevantly. There will be three lectures each class period so the three teams in charge of that session should coordinate the times, the content, and the moderation of the discussion.

COMMUNITY SERVICE/SOCIAL RESPONSIBILITY PROJECT

As a team, choose a project/program and volunteer for a minimum of six hours. Record in your journal why you chose your service activity, what you did, and the impact of your work. Reflect on the practical benefits to the community, to your team-building, and to yourself as an individual.

ASSIGNMENTS

The Executive Summary (5%)

Write a one-page summary of the Introduction to John Gardner's *On Leadership*.

The Short Memo (7%)

Write a one-page, typed memo to Professor Ellen Peirce, Faculty Chair Undergraduate Program, Kenan-Flagler Business School, and to Jeff Cannon, Director of the Undergraduate Program, KFBS, or you may choose to write any faculty member you wish to invite to your final presentation. The subject is your team project to plan a leadership program involving issues of social responsibility, ethics, and diversity. Include the purpose and rationale for such a project, the time frame for your proposal development, what kinds of final reports you will deliver, an invitation to your class presentation (date, time, and place) with a response cutoff date, and a thank you.

The Long Memo (7%)
First, in your team, develop a survey to include at least six respondents, two each to fellow students, faculty, and community professionals (50% business, 50% other) on the subjects of leadership, diversity, social responsibility, ethics, teamwork, etc. The survey items might include the goals, content, and structure of the program/project you will develop over the semester. Then write me a memo which must cover, at a minimum, an overview of your survey, the questions asked, the persons interviewed, a discussion of the results, and any general trends discovered. You will include the responses of all those interviewed for the survey by your team. This is a good opportunity to find your leadership lecture guest speaker.

The Business Letter (7%)
Write a one-page, typed business letter to a leader of your choice, seeking guidance or counsel on a critical issue involving leadership, ethics, diversity, social responsibility, or any contemporary topic related to your group project. It is essential to limit critically and define specifically the nature of your request if you expect a response. You might use information gleaned from your survey to organize your questions. After final corrections, send the original, and turn in a copy to me.

The Informative Speech (7%)
Give a 5-10 minute (maximum) speech about an autobiography/biography of a leader of your choice. Include a brief summary of the leader's life, an analysis of the leadership style (both positive and negative traits), the impact of the leader's accomplishments and achievements, and a short book review.

The Goodwill/Persuasive Speech (7%)
Give a five-minute speech about a contemporary issue important to you and relating to the work of this course. Your goal will be to present thoughts and feelings to a diverse group in such a way that your audience will listen to and hear what you have to say. You will leave your audience with concrete information that you wish them to remember or a charge for action. Sample topics could include a presentation of a role model who behaves ethically and whom society considers successful, a report on a socially responsible business and its financial and ethical impact, or an ethical dilemma forcing a leadership choice and the consequences and ramifications.

The Team Report
The Formal Recommendation (15%).

The entire team will receive one grade for the written report on a leadership program. You will determine the audience, the intent, the content, and the structure of this program which must include elements tying in diversity, social responsibility, and ethics, the purpose of which must be to effect change. The formal requirements include the letter of authorization (you will write it; I will sign it), the letter of transmittal, the abstract, the tables of content and tables, the proposal including a curriculum (if appropriate), job descriptions, budgets—both economical and "the sky's the limit," marketing strategies, and a bibliography. This document should conform to professional specifications and should be free of grammatical, mechanical, and spelling errors.

Oral Presentation (15%).

The entire team will receive one grade for the oral presentation of the team report. This presentation should last about 20 minutes. Each team member must participate. In addition to the criteria for oral presentations already outlined, add professional dress.

Peer Evaluation (5%).

Based on your semester's work with your fellow team members, you will rank each with the numerical equivalent of "A" through "F" on several criteria. As this is an exercise similar to employee supervision, you must add supporting comments for your grades. Here, you may reward helpful co-workers and penalize the shirkers. I will grade your evaluations and average that grade into your personal total.

The Notebook/Journal (10%)
The notebook/journal is a personal summary of the semester's work. From the first day of class, begin collecting informative articles from newspapers and magazines on the topics of leadership, social responsibility and community needs, ethics, diversity, and the activities and behaviors of "real leaders." In your journal, on a regular basis which you choose, write your reflections on these articles, the speakers in class, the subjects of class discussion (goal-setting, your dream job, assertiveness, creativity, the *MBTI*, gender communication differences, values, ethics, and morality, etc.), and what you observe in the larger world of the media. Listen to a public speech in person or on TV and critique it in terms of your class speech-evaluation criteria. Comment on the process of teamwork and your group's functioning. Respond to the open forums. Reflect on your team's volunteer work. Create your own ethical manual. Finish your journal with a personal definition of leadership.

COURSE OUTLINE

Session	Topic/Assignment
1	What Employers Are Looking For, Introduction to the Syllabus, Experiential Learning Styles, Self-Directed/Self-Managed Teams and Group Work.

Read Chapters 1, 2, 3 and 15 in text.
Set up Journal/Notebook.
Complete the *MBTI*.

2 Hand in the *MBTI*, Team Assignments/Choosing a Leader/Meeting Handouts, Informal In-Class Writing and Speaking.

Read the Introduction to Gardner's *On Leadership*.
Write draft of the Executive Summary.
Have a meal with your team.
Choose book for first graded speech.

3 Selection of Team Leader/Introduction of Team Members to Class; Informal In-Class Writing and Speaking, cont.; In-Class Feedback Meeting: Executive Summary.

Read Gardner, Chapters 1 and 2.
Final draft of Executive Summary.

4 The Executive Summary due, including the first draft; How to Write a Short Memo/Discussion of the Final Project; *MBTI*.

Read Chapters 4, 5 and 8 in text.
Work on short memo.

5 Discuss writing tips; Team-building Exercise: Consensus: A Gardner Leader; In-Class Feedback Meeting: Short Memo.

Read pp. 466-74 and Chapter 6 in text.
Final draft of Short Memo.
Read "The Productive Team": How does your group work thus far? How will you contribute toward the ideal?

6 The Short Memo due; Cold-calling Tips; Anxiety Reduction Strategies; Teams: Brainstorm survey questions, possible interviewees, Leadership Lecture guest; Hot Topics.

Read Chapters 10, 11, 12 in text.
Buy blank video tape for next class.
Schedule writing conference.

7 Whom Are You Going to Survey?, How to Write a Long Memo, Impromptu Speeches, Informal Peer Evaluations.

8 Impromptu Speeches, cont.; Hot Topics.

Read Chapter 7 in text.
Work on the long memo.

9 In-Class Feedback Meeting: The Long Memo.

10 The Long Memo due. Generation X and the Boomers, Business Letter Samples, What Leader You Will Write About and Why.

Review Chapter 12 in text.
Work on the Business Letter.

11 Team Leaders: Survey Results/Send Survey to Participants; Leadership Lectures: Topics and Speakers: Class Invitations; Hot Topics.

Finish the Business Letter.
Read Chapter 16 in text.

12 The Business Letter due. Rumor Mill; Oral Presentations: Listening and Speaking; Visual Aids/Handouts: Tips.
Prepare and practice Informative Speech.

13 Assertiveness Training and Gender Behaviors; Multicultural and Diversity Issues: Teams choose topic for study and class presentation.

Read class handouts and Chapter 14 in text.

14 Hot Topic: Response: "You Just Don't Understand"; Sexual Harassment: From Campus to the Workplace.

15 Informative Speeches: Biography of a Leader.

16 Informative Speeches: Biography of a Leader.

17 Leadership Lectures.

18 Leadership Lectures.

Read Chapters 13, 17-20 in text.
Thank-you notes to guests.
Teams: Final Project Task Divisions.

19 Review of Leadership Lectures; Values: Personal, Career, Societal; The Perfect Job.

Memo to J. Busko, re: committee tasks and assignments for final project.
Handout: How to Write a Curriculum.

20 Creativity and the Brain; "Drawing on the Right Side of the Brain"; Right/Left Self-Description.

21 Undergraduate Business Symposium.

22 Team Reports: Diversity Presentations.

23 Team Reports: Diversity Presentations.

Prepare Persuasive Speech.

24 Persuasive, Goodwill Speeches.

25 Persuasive, Goodwill Speeches.

Letter of Authorization from Joan Busko to your team, requesting a written proposal for a leadership program.

26 Letter of Authorization due. Teams: Report on Volunteer Activities; Hot Topics.

27 Team Presentations.
All teams: Formal written proposals due.

28 Team Presentations.

29 Good News/Bad News Letter/Memo due; Peer Evaluations due; Journal/Notebook due.

Read and review Chapters 8-12 in text.

❦❦❦

University of North Carolina–Chapel Hill

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Public Management and Leadership

COURSE PURPOSE

This course is designed to help you develop knowledge, understanding, and skills to work more effectively in organizations and to be a more effective leader. I have planned course activities to apply theories and knowledge through analysis and practice. My intention is that you will learn by doing and by reflecting on what your actions mean. This is very much a "hands-on" course.

Managing and leading are group processes. Improving your effectiveness as a manager and leader involves understanding yourself and how you interact with others and developing skills for working in groups. In this course, you will gain practice in two self-managing groups: the class as a whole and your project team.

THE CLASS AS A SELF-MANAGING GROUP

I ask all members of the class to take responsibility for helping me manage this course. I propose three core values for guiding this group: valid information, free and informed choice, and internal commitment to the choice.

The use of these core values in organizations has been developed by Roger Schwarz, drawing on their earlier elaboration by Chris Argyris. They are values which support a participative style of management and leadership. In this view, leadership is a collaborative process of building mutual support, solving problems, and achieving goals.

Valid information means that each of us shares all relevant information about issues we face in managing the class. According to the model I propose we follow, no one should hide information, assumptions, or interests about the course. If you are unclear about why I propose an activity, for example, please ask me. I will try to explain as fully as I can the information, assumptions, and interests on which I base the request.

Free and informed choice means that each of us can express his or her own interests about the course, and that we reach decisions about the course based on valid information. One implication of this value is that there should be no manipulation. Decisions should not be based on deceit. I pledge not to deceive or manipulate, and I invite you to join me.

Free and informed choice also means no coercion. In its purest sense, this means reaching consensus on all actions. I do not propose that we fully meet this value. My primary interest in this course is in helping you become more effective managers. To accomplish that, and based on my knowledge and experience, I have already designed a number of course activities. Because we have only a limited time in which to work together, I have already ordered reading materials and scheduled various course activities. My view of my responsibilities as a professor requires that I provide you with these structured opportunities to learn, that I provide you critical feedback on your performance, and that I also report a final grade based on your performance in the course. Thus, many decisions about the course have already been made, and I will retain overall authority for the course since that is my professional responsibility.

At the same time, I am interested in helping you learn about shared authority and responsibility. I plan to ask you to help me decide much of the specific content and substance of the course. I expect to pose course management alternatives to you and to abide by class decisions. I also invite you to ask about any class activity you find questionable. I will listen to your interests and information regarding the activity, will explain my interest in proposing that activity, and will tell you whether or not I will open the issue for group decision or retain the authority to decide it myself. The asymmetry of knowledge and information and the responsibilities of the teacher-student relationship require these limitations on free and informed consent.

Internal commitment to choices made is a value we seek to maximize by making free and informed choices. This value means that each of us feels personally responsible for the decisions we make. That personal responsibility for the decision, rather than external threats or rewards, will lead us to carry out the decision.

SELF-MANAGING PROJECT TEAMS

Each member of the class will also be a part of a project team. These teams of three to five people will plan and conduct a project for a public-service agency. Each team will have full responsibility for its project, from initial negotiations with the agency to final reporting to the agency on the results of the project. Each team will also be responsible for determining how to manage its operations and for managing itself.

Last year's projects included development of a personnel classification and pay system for Topsail Beach, evaluation of user fees for Orange County, evaluation of the decentralization of budget authority in Wake County, exploration of storm water management options for Wake County, evaluation of a special anti-drug enforcement unit of the Durham Police, and assessment of parents' reactions to the state's sickle-cell syndrome patient-support program. The student teams produced high-quality work for these public agencies.

Again this year, we expect a large number of requests for teams to do projects. I will ask members of the class to form teams on the basis of your shared interests in undertaking a proposed project.

I have two paramount interests regarding your team project. First, I intend the teams to provide you opportunities to learn more about yourself and to test out the management theories, values, and skills we will discuss this semester. The project team permits you to practice management and to reflect quite consciously on how you work with others. My hope for this course is that each of you make full use of those opportunities. Second, I want each team to produce a high-quality report.

Part of your grade for the course will be based on your team's performance. Later on in the semester, I will ask you to decide as a class what kind of evaluation procedures you would like me to use in determining your grade. Regardless of grading procedures, I plan to give you my comments on the quality of your team's report and I plan to ask the liaison from your client agency for his or her evaluation.

OTHER COURSE COMPONENTS

I expect all members of the class to participate fully and to complete all of the following class components, as well as the team project:

- Class meetings will provide opportunities for the presentation and discussion of ideas and information about how people become more effective leaders. Topics we discuss in class will frequently overlap issues you are dealing with in your project teams. Role-playing and other exercises in class will permit you to try out new strategies and broaden your experience. Several guest facilitators will bring their expertise to class meetings. A schedule of topics, guests, and assignments for each class follows this discussion of the course.

- Assignments to be completed before each class include one or more sections in the text, *Becoming a Master Manager* (BAMM), and may also involve additional readings or exercises. The text is organized in terms of "competencies," sets of related knowledge and skills. For each competency, the authors first present a self-assessment. Complete the self-assessment before proceeding. Following a presentation of information about the competency, you are asked to analyze a situation, then to practice certain skills, and finally to apply those skills. Thus in this text, the readings are combined with activities. Typically you will need to complete the "assessment," "learning," and "analysis" sections of the assignment in the text before class. You may also need to read articles from the course pack or complete other activities to prepare for a class session. See the schedule of class meetings below.

- Videotaped exercises will help in your self-assessment and practice of skills. You will need to complete two videotaped exercises during the semester. In addition, I encourage you most strongly to take advantage of the practice interview videotaping offered by Career Planning and Placement.

- Administrative journal entries will provide a structure for recording, analyzing, and understanding your reactions to various events during the semester. Using the designated format, keep notes on class and group project meetings during the semester.

- Individual conferences. Each student should also schedule at least one meeting with me to discuss personal progress in the course. You will need to schedule your own appointments at times you think appropriate. I am available at any time throughout the semester to meet with you, and I welcome conferences with you as frequently as you would find helpful. In these individual conferences, we will discuss any issues you want to raise with me about the class and your learning in it.

- Team conferences. I will also be available to confer with teams regarding either group processes of team management or substantive issues involved in the projects. (Of course, you may also use other faculty resources for assistance on your projects. I encourage you to do so!) I ask that we hold at least one team conference during the semester.

- A summary-of-learnings paper, which you prepare at the end of the semester, will require you to reflect more broadly on the processes and results of your personal learning in the course. The paper should draw on classes, readings, exercises, your group project, and your journal; but it should be more comprehensive and integrated than the journal entries alone.

  The summary-of-learnings paper should include: 1) a review of the events, readings, or issues in the course which you found particularly relevant to your development as a manager; 2) an analysis of your own attitudes and patterns of behavior regarding those topics; 3) a discussion of how you used insights or skills from the course to improve your own effectiveness or that of your group; 4) a discussion of possible implications of what you learned in this course to your future public service leadership.

  At the end of the semester, I will give you written comments on your summary-of-learnings paper and your overall class performance, as I have observed it.

COURSE TEXTS

Quinn, Robert et al. (1990). *Becoming a master manager.* John Wiley & Sons.
Additional Readings: Coursepack for POLI 211.

COURSE OUTLINE

Session	**Topic/Assignment**
1	Introduction to the Course—Ground Rules. Guest Speaker. Read handout: "Groundrules for Effective Groups."
2	Completed *MBTI* forms due.
3	Management and Leadership: Styles and Roles. Guest Speaker. Read: BAMM, pp. 1-24.
4	Taking Initiative, Setting Goals, Delegating, and Speaking Effectively. Form project teams. Read: BAMM, pp. 25-53; 299-309.
5	Video Exercise #1 due.
6	Team-building and Participative Decision Making. Guest Speaker. Read: BAMM, pp. 197-220.
7	Motivating Yourself and Others; Understanding Yourself and Others. Read: BAMM, pp. 54-70 and 166-176; Kerr, Pack #1; Sayles, Pack #2; McIntosh, Pack #3.
8	Managing Time and Stress; Planning. Read: BAMM, pp. 71-95.
9	Communicating. Guest Speaker. Read: BAMM, pp. 176-186; Gordon, Pack #4.
10	Developing Others and Managing Conflict. Guest Speaker. Read: BAMM, pp. 186-196; 221-236.
11	Video Exercise #2 due.
12	Organizing and Staffing. Guest Speaker. Read: BAMM, pp. 95-108; Barzelay and Armanjani, Pack #5.
13	Controlling, Reducing Information Overload, Analyzing Information Critically, and Writing Effectively. Read: BAMM, pp. 109-165; Romzek and Dubnick, Pack #6.
14	Building a Power Base, and Negotiating Agreement and Commitment. Read: BAMM, pp. 272-298; Tipple and Wellman, Pack #7.

15 Understanding Organization Culture and Managing Change.
Guest Speaker.
Read: BAMM, pp. 260-271; Schwarz, Pack #8; Schwarz, Pack #9.

16 Living with Change and Thinking Creatively.
Guest Speaker.
Read: BAMM, pp. 237-259; Gaebler, Pack #10; Osborne and Gaebler, Pack #11.

17 Draft reports due to agency liaisons.

18 Becoming a Master Manager.
Read: BAMM, pp. 310-333; Behn, Pack #12.

19-20 Project Presentations (reserve all day, both days).

21 Project Report and Summary-of-Learning paper due.

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University of North Carolina–Charlotte

Mindy Sides-Walsh
Office of Student Activities
Charlotte, NC 28223
(704) 547-2521

Leadership Theory and the Dynamics of Group Process

COURSE DESCRIPTION

This course will provide an opportunity for students to study the dynamics of leadership behavior and group process, assess their leadership styles, learn techniques of group leadership, and develop these techniques through practical application in a clinical experience.

COURSE OBJECTIVES

- To assess individual leadership style through the use of personal-style surveys and leadership-assessment instruments.
- To introduce students to individual leadership skills including public speaking, communication skills, motivation, and personal feedback.
- To develop group-leadership skills including team-building, delegation, conflict resolution, and decision making.
- To provide the opportunity to explore the leadership styles of others through observation of group processes and to value differences.

COURSE EXPECTATIONS

- Class will start on time and end on time. Individual concerns should be addressed at the end of class or by appointment.
- Please refrain from eating in class.
- All assignments must be typewritten and on time. Late assignments will be reduced by one letter grade per late class period.
- Class attendance is expected. Three absences will result in a letter-grade reduction from your final average.

COURSE TEXTS

Ambrose, D. *Leadership: The journey inward.* Dubuque, IA: Kendall/Hunt Publishing, 1991.
Selected Readings at COPYWRITE.

COURSE EVALUATION

Attendance and Participation	15%
Personal Leadership Assessment	10%
Situational Leadership Assessment	5%
Group Dynamics Meeting Observations	10%
Group Project and Presentation	20%
Group Members Evaluations	10%
Test	10%
Summary Report	20%

COURSE ASSIGNMENTS

Personal Leadership Assessment
Assessment of your leadership style, using information from inventories used in class. This should be three to five pages in length.

Situational Leadership Assessment
This will be a one-page assessment of the leadership style used by one of the characters in "12 O'Clock High."

Group Dynamics and Meeting Observation
Attend a meeting of an organization or committee of which you are not a member. Assess the dynamics of the group and various aspects of the meeting (communication, conflict

management, organization of the meeting, morale, etc.). This should be five to seven pages in length.

Group-leadership Experience
Each group will develop either a community-service project or a Venture Outdoor-Leadership Experience. This will be a group project including fund-raising, group goal-setting and decision making, and significant out-of-class work with a community-service agency or the Venture Program staff. Each group will be expected to make a presentation to the class which should include all aspects of the planning, execution, and product of the experience. All group members will be evaluated on the project as well as on group evaluations of individual performance.

Summary Report
Report of your Leadership Experience project group including goals, conflicts, assessment of leadership styles, and your contribution to the group. The conclusion of the paper (two pages minimum) should be your philosophy of leadership based on this experience. The entire paper should be seven to ten pages in length.

COURSE OUTLINE

Session	Topic/Assignment
1	Introduction, Goals, Icebreakers. Read pp. 3-24 in Ambrose.
2	*MBTI* Given. Read pp. 25-45 in Ambrose; read *MBTI* section in Selected Readings.
3-4	*MBTI* Interpreted.
5	Leadership Styles.
6	Team-building/Venture Information. Read "A Situational Leadership Approach to Groups Using the Tuckman Model of Group Development" and "A Team Effectiveness Critique."
7	Situational Leadership.
8	Event Planning/Fund Raising. Read "Communicating Communication" and "Conditions which Hinder Effective Communication."
9	Group Communication and Listening. Read "What to Look for in Groups."
10	Film: "12 O'Clock High."
11	Delegation and Meeting Management.
12	Conflict Resolution and Mediation. Read pp. 99-117 in Ambrose; read "The Morale of the Story."
13	Recruitment, Retention and Recognition of Volunteers. Read pp. 83-98 in Ambrose.
14	Ethics and Values.
15	Public Speaking. Read pp. 47-65 in Ambrose.
16-17	Power.
18-19	Multiculturalism (BAFA BAFA).
20	Group Initiatives Course (Groups 1, 2, 3). Groups 4, 5, 6 in class.
21	Group Initiatives Course (Groups 4, 5, 6). Groups 1, 2, 3 in class.
22	Confronting Isms.
23	Leadership vs. Management.
24	Community Group Opportunities.
25	Test.
26-28	Group Presentations (1, 2).
29	Evaluations and Wrap-up. Group Members Evaluations Due.
30	Final Papers Due.

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University of Puget Sound

Francis Cousens
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Paradigms of Leadership

COURSE DESCRIPTION

Leadership, the ability to get support for one's purposes and their realization by inspiring varying degrees of confidence, can be studied in many contexts. Best understood historically, styles of leadership can both inspire students with vision and teach them many practical and theoretical skills. The critical analysis of leadership in its historical setting can also strengthen judgment, enlarge sympathy, challenge the intellect, encourage good writing, evoke sharp debate, reinforce speech, and confer background. Such a course is best taught by a judicious use of methods drawn from the liberal arts.

Paradigms of Leadership will emphasize historical examples of leadership in Classical Greece, Medieval Europe, Renaissance Italy, nineteenth-century America, Revolutionary Russia, post-World War II Japan, and modern America. Students will study the history of various periods and examine the achievements of selected major figures. They will then read representative works by or about such individuals. Students will also see films dramatizing crises in the lives of various leaders and read novels and plays where appropriate.

This course has been developed to permit changes in subject matter to occur while the basic shape of the course remains intact. Different figures can be studied, and cultures other than American, European, and Japanese can be emphasized. Central to the course are a concentration on the historical realities of leadership and a commitment to the liberal arts as a method of study. From this course, students should gain more understanding of history, philosophy, politics, and literature than they ordinarily expect to receive in a business class. They should also learn a great deal about effective writing, persuasive speaking, critical thinking, and interdisciplinary creativity.

COURSE ACTIVITIES AND RESPONSIBILITIES

For each unit of the course, students will have to write one seven-page, well-researched essay. They will also have to pretend to be on the staff of the leader studied and write a series of memoranda and position papers dealing with practical issues related to events being studied. Intellectual journals will also be kept, entries to be dated and strict word limits to be binding. From time to time, there will be reconstructions of crises that students will be asked to dramatize (role-playing). Maximum use will be made of computers (on-line services, ROM disks, e-mail, educational software, etc.).

The texts to be used in this class will run the gamut from inexpensive plays, novels, and philosophical works to textbooks in business writing and leadership. Films (documentaries, dramatizations, plays) and videocassettes will be used as well. Expense will be kept reasonable, for most of the books (save the textbooks in business, of course) can be obtained in inexpensive paperbacks.

Students will write a total of seven formal papers. They will assemble a portfolio of memoranda, and they will keep a journal. There will be a take-home midterm and a regularly scheduled final.

The class will try to give students experience in a variety of speaking situations: the formal report, the small-group discussion, short debates, symposia presentations, and spirited conversation. It will also encourage students to talk critically about film, television, the newspapers, and specialized journals.

COURSE TEXTS

Friedman, G., & Lebard, M. *The coming war with Japan.* St. Martin's.
Johnson, C. *MITI and the Japanese miracle.* Stanford University Press.
Lenin, V. I. *Essential works of Lenin.* Dover Publications.
Machiavelli, N. *The prince.* Norton.
Nanus, B. *Visionary leadership.* Jossey-Bass.
Prestowitz, C. V., Jr. *Trading places.* Basic Books.
Plato. *The republic.* Penguin.
Shaw, G. B. *Bernard Shaw's plays.* Norton.
Vidal, G. *Lincoln.* Ballantine.

GRADING

The seven papers will constitute 35% of the grade; the examinations, 30%; the journals and memoranda, 25%; and oral participation, 10%.

COURSE STRUCTURE

Generally, each unit will take two weeks. The course is organized chronologically. Students will gain a contextual insight into problems of leadership in Ancient Greece, Medieval France, Renaissance Italy, nineteenth-century America, early twentieth-century Russia, modern Japan, and present-day America. Each unit should lead coherently to the next by stressing dominant values in each culture studied: philosophy in Greece, religion in Medieval France, political realism in Renaissance Italy, the developmental state in modern Japan, and entrepreneurial power in contemporary America. The nature of historical change and cultural interrelationships will be emphasized in the context of the growing awareness of global unity produced by increased technological and scientific development from the Renaissance to the present.

Unit One:
Intellectual Leadership in Ancient Greece—Plato
The class will study the history of Athens between the Persian Wars and the Spartan occupation. Students will analyze the example of Socrates as a martyr to democratic prejudices. They will read *The Republic* in its entirety and confront the issue of justice and the ideal society as embodied in the thinking of Plato. This period is rich in political and cultural implications for the modern world. The ideal of the Philosopher Leader will be analyzed; and Plato's ideas on politics, education, censorship, and the arts will be examined.

Unit Two:
Charismatic Leadership in Medieval Europe—Joan of Arc
Students will be introduced to the Hundred Years War in Europe. They will study the political and economic rivalry between France and England in the fifteenth century. The emergence of Joan of Arc from the chaos of the period will be analyzed in relation to rising national states and the role of religion in late medieval Europe. Films will be used and G. B. Shaw's *St. Joan* will be read. The issue of opportune canonization and the political role of the church will be discussed.

Unit Three:
Realistic Leaders in Renaissance Italy—Machiavelli
The class will study *The Prince*. Florentine politics in an age of the early modern city state will be analyzed. The conflict between the papacy and the rising bourgeoisie throughout Italy will be studied along with themes of secular governance, rising nationalism, and political unification. Strong female leaders like Isabella d'Este and Queen Elizabeth will also be discussed.

Unit Four:
The American Presidency in Crisis—Abraham Lincoln
The role of Abraham Lincoln during the Civil War will be analyzed. His background as a lawyer in Illinois, as a member of the House of Representatives, and as a candidate for the Senate against Douglas will provide a framework for appreciating his accomplishments as president during the Civil War. The issues of slavery and preservation of the Union will be central to an assessment of Lincoln's leadership from 1860 to 1865. Gore Vidal's novel, *Lincoln*, will be used to dramatize the decisions Lincoln made as president.

Unit Five:
The Bureaucratic Leader in Russia—Lenin
Lenin's activities in Czarist and Bolshevik Russia will be emphasized. Aspects of World War I and the German role in advancing the Russian Revolution will be studied. Selections from Lenin's writings will be used. The historical and ideological roots of the worldwide struggle between Communism and capitalism in the twentieth century will be emphasized.

Unit Six:
Cooperative Leadership in Modern Japan—Morita Ako and MITI
The chairman of the Sony Corporation will provide the human focus for studying the close cooperation between business and government in postwar Japan. Central to an understanding of the Japanese emergence after World War II is the development of the Ministry of International Trade and Industry (MITI), whose history will accompany the analysis of Morita's power and influence.

Unit Seven:
The Business Leader in the United States—Perot
All of the aspects of leadership studied in history can find embodiment in the success of a strong businessman with political ambitions. Plato's worship of excellence, Joan of Arc's mystical sense of purpose, Machiavelli's cynical realism, Lincoln's strategic compromises, Lenin's ruthless management style, and Morita's use of business and government can find analogues in the genuinely successful corporate leader. H. Ross Perot presents an ideal example for the empirical study of the modern leader who has achieved economic power and has political ambition. For this phase of the course, students will be able to study Perot's background, his rise to power in business, his connection with government, and his run for the presidency. His writings are available, newspapers are filled with pertinent information, and television offers rich resources for a study of H. Ross Perot as a modern leader.

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University of Redlands

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Leaders . . . Are They Made or Born?

COURSE DESCRIPTION

This course is available to entering freshman as one of the introductory seminar courses offered. The seminar attempts to maximize the students' ability to affect their community by broadening each student's understanding of leadership, nurturing the student's personal identity and confidence in relationships, and developing leadership skills and competencies.

COURSE APPROACH

Definitions and ideas about leadership are explored. How leadership style is affected by individual variables (such as past experiences, gender, ethnicity, and values) and the situation in which the leader functions is emphasized. Students are expected to engage in group volunteer experiences as a complement to more traditional educational experiences of critical reading, writing, presentation, and discussion. A balance between engaging in leadership situations and analysis of such experiences is an important component of this course.

COURSE TEXTS

Bennis, W., & Nanus, B. *Leaders: The strategies for taking charge.*
Gardner, J. W. *On leadership.*
Rodriquez, R. *Hunger of memory, the education of Richard Rodriquez.*
Selected papers and reference materials as assigned, including at least one autobiography or biography.

COURSE EXPECTATIONS

The course expectations are that students:

- Attend class and contribute actively in class discussions.
- Participate in a one-day outward bound experience.
- Read articles and texts and view films as assigned.
- Maintain a journal.
- Complete three writing assignments, including two short assignments and one final eight- to ten-page research paper.
- Complete a library assignment to familiarize students with library resources and layout.
- Actively contribute to the completion of a group project with other students in the class.
- Participate in individual advising and review appointments.

GROUP PROJECT

The assignment is to develop a program proposal by which the University will offer an extra personal leave day for employees who would choose to offer a day of their vacation in order to work for two days per year with a suitable community service agency in the local area.

An investigation needs to be initiated and a plan developed which includes the following: What are suitable community-service agencies in the area? Would there be valuable contributions our employees could make in these agencies? What expectations would prospective agencies have of such a program? There are also internal matters to consider: What are the human resources (or personnel) issues and details? How would such a program be administered, monitored, marketed, and implemented? Finally, is there a place for students in this program?

The charge is to identify and organize the investigation, to determine all of the difficulties as well as the positive aspects to this program, to develop reports and recommendations as to whether to proceed or not, and to identify matters to be resolved or overcome. NOTE: The group process itself and the opportunity for critique of leadership style and competency is intended to be as important as the completion of the project.

COURSE OUTLINE

Session	Topic
1	Introduction.
2	Establish a Working Definition of Leadership Based on a Transformational Model.
3-4	Academic Advising and Registration.
5	What do Leaders Do? What Affects Their Choices?

6-7	The Individual Leader: YOU.
8	Library Assignment.
9	Full Day Outward Bound Experience.
10	Library Assignment, continued.
11	The Individual Leader: YOU.
12	Discussion of Outward Bound Experience and the Film, *Das Boot.*
13	Discussion of Results of Personal Inventory: Impact on Leadership Style.
14	Discussion and Course Planning.
15	The Impact of "Others" and the Situation on Leadership.
16	Development of Group Project.
17	Situational Leadership Explored.
18-19	Impact of Ethnicity on Leadership.
20-21	Impact of Values on Leadership.
22-23	Impact of Gender on Leadership.
24	The Group Project Completed.
25-26	Guest Speakers as a Model of Leadership: Local Male Judge and Top-level Woman Executive.
27	Conflict Management.
28	Academic Advising and Career Exploration.
29-31	Student Presentations of Final Research Papers.
32	Final Exercise.

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University of Tampa

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MBA Leadership Lab

COURSE STRUCTURE

Part I. Executive Adventure
An unusual and exciting one-day outdoor team-building program conducted for U.T. by the management consulting firm Executive Adventure, Inc., of Atlanta, Georgia.

Part II. Looking Glass – A Management Simulation
Looking Glass is a behavioral simulation where students will act out a typical day as a member of the senior management team for a glass-manufacturing company.

Looking Glass is a powerful experiential program where students will have an opportunity to experience managerial work including delegating responsibilities, thinking and acting strategically, making complex decisions and dealing with subordinates. Looking Glass provides a unique look at leadership, group dynamics, decision making, and organizational behavior.

Students will gain an assessment of their behaviors and management skills at the onset of the program. Through this self-assessment the students will gain an understanding of their strengths and weaknesses. Participation in the Looking Glass simulation will give the students an opportunity to demonstrate managerial performance. This performance will be observed by trained facilitators who will give feedback to the student at the completion of the simulation.

Students will then use the feedback to verify their own assessment of strengths and weaknesses. Each student will then complete a formalized written development plan on what behaviors and skills must be strengthened for more effective performance.

Each participant's presence on both days for his/her specific section is vital for the success of the simulation and is necessary for course credit.

Students must complete the *Myers-Briggs Type Indicator* and the SKILLSCOPE® instrument and bring the completed forms to the first day's class meeting. These instruments may be picked up by the students one week prior to the scheduled class meeting.

For the simulation each student will be dressed in appropriate business attire. Students will turn in their individual development plans no later than three weeks before classes end. Development plans will not be accepted after this date.

Looking Glass Simulation Course Outline

Session	Topic
1	Overview of Assessment Results and What They Mean. Review development plan requirements. Introduction to the Looking Glass simulation. Selection of individual roles for the Looking Glass management team.
2	Running the Looking Glass Simulation. Structured feedback sessions: • Overall company performance • Peer feedback on unit performance • Individual feedback with unit facilitator

Part III. Distinguished Speaker Series
The University of Tampa has been fortunate to attract a number of presidents/CEOs of local companies to speak on the theme of leadership as viewed from their managerial experiences. Their comments on the behaviors and skills necessary for executive success will be a meaningful consideration in formulating your career development plan.

Session	Speaker
1	Mr. Thomas Creed, President, Florida Steel.
2	Mr. Andris Ritums, President, Jim Walter International Sales Corp.
3	Mr. Stanley Tangalakis, President/CEO, Mercury Medical Co.
4	Mr. David Bussone, President/CEO, Tampa General Hospital.

COURSE REQUIREMENTS

Students must attend all three parts in order to complete the course.

GRADING

Final grades will be determined by the detail and completeness of the students' career development plans.

University of Tennessee

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Seminar in Leadership Theory

COURSE INTRODUCTION

From Plato's *Republic* and Machiavelli's *The Prince* to Burns' *Leadership* and Gardner's *On Leadership*, there is probably no aspect of human behavior that has been subjected to such intensive empirical and philosophical inquiry as that of leadership. There is an imposing general literature and an informing literature on leadership in educational settings. A curious paradox remains, however. Some holding educational-leadership responsibilities often show little familiarity with this literature, and others disdain the need for mastery of leadership's concepts.

While it may be true that there is no theory that sufficiently embraces all the contingencies of leadership challenge, there is a rich conceptual foundation available and reason for shame if we fail to take advantage of good ideas and concepts at our command. Leaders who neglect good ideas practice an unhappy form of intellectual arrogance and run the risk of performing a surgery of ignorance, taking colleagues and clients in harm's way. An absence of curiosity on how we can utilize ideas for the improvement of leadership performance would be all the more regrettable among educational leaders, who hold climates of learning in trust.

The renowned scholar, Rene Dubos, once observed that, "Human institutions must be held together by the cohesive forces of a spiritual nature." This course explores the theoretical and ideological foundations of leadership knowledge and practice. The course is built on the theme that leadership is an art form whose effectiveness is enabled and enhanced by the mastery of leadership theory.

COURSE OBJECTIVES

Activities of this course are designed to assist the student in:
- Acquiring and demonstrating conceptual mastery of the major empirical and philosophical theories of leadership role, task, style, and effectiveness.
- Fashioning personal philosophic dispositions on leadership role, style, and effectiveness.

- Developing facility in the analysis of leadership decision challenges and in the application of theory.

COURSE ACTIVITIES AND EVALUATION

Seminar sessions will unfold in discussion of the major themes to be described and will be aimed at (1) developing mastery of theoretical/ideological perspectives and (2) the evaluation of the application of these ideas in collegiate leadership settings. Class discussion will also include "mini simulations" or "thought exercises" in which students will be given opportunity to explore application of concepts.

Evaluation of student performance will be based on class participation and on the basis of an independent learning exercise negotiated with each member of the class. These learning exercises will be designed to advance the learning goals, interests, and styles of each seminar member.

INDEPENDENT STUDY DESIGN

Each member of the seminar is invited to undertake a learning activity of personal design. This activity should advance your learning goals and interests, make a contribution to the learning experiences of other seminar members, and take advantage of your learning style. The agreement on an appropriate individual-learning exercise would be formalized in a proposal approved by me.

Among the options that might be considered are these:
- The writing of a conventional research paper of approximately 3,000 words that will advance your knowledge of a leadership theme of interest to you.
- The identification, collection, and presentation of at least one journal article on each of the major themes explored in the seminar. The selected journal articles should illustrate research-based approaches to the study of leadership. Such research might include experimental studies, survey research, case-study research, qualitative studies, and field-based research.
- The identification, collection, and presentation of materials from art and literature that illustrate leadership themes discussed in class. Such materials might include chapters from novels, chapters from biography, chapters from history, scenes from plays, clips from films/TV series, personal letters, literary essays, humor illustrations (cartoons), poetry, musical selections, and visual art selections.
- The development of a partnership exercise with me in support of a book in progress entitled, *Leadership by Design: The Values and Ideals of Effective Leadership.* This cooperative venture would be contracted in writing, including agreement on appropriate acknowledgment of student contribution in the book.

COURSE TOPICS/READINGS

The Nature, Purpose, and Value of Theory

Getzels, J., Lipham, J., & Campbell, R. (1968). *Educational administration as a social process.* New York: Harper and Row.

Fayol, H. (1949). *General and industrial management.* London: Sir Isaac Pittman and Sons.

Hoy, W. K., & Miskel, C. G. (1986). *Educational administration: Theory, research, and practice.* New York: McGraw-Hill.

Kuhn, T. (1970). *The structure of scientific revolutions.* (2nd ed.). Chicago: University of Chicago Press.

Thut, I. N. (1957). *The story of education.* New York: McGraw-Hill.

Urwick, L. F. (1943). *The elements of administration.* New York: Harper and Row.

Theories and Readings—Leadership Role

Barnard, C. (1938). *The functions of the executive.* Cambridge: The Harvard University Press.

Birnbaum, R. (1992). *How academic leadership works.* San Francisco: Jossey-Bass.

Burns, J. M. (1978). *Leadership.* New York: Harper and Row.

Greenleaf, R. K. (1977). *Servant leadership.* New York: Paulist Press.

Kouzes, J. M., & Posner, B. Z. (1988). *The leadership challenge.* San Francisco: Jossey-Bass.

Mintzberg, H. (1973). *The nature of managerial work.* New York: Harper and Row.

Taylor, F. (1947). *Scientific management functions.* New York: Harper and Row.

Theories and Readings—Leadership Personality Attributes

Gardner, J. (1990). *On leadership.* New York: Free Press.

Levinson, H. (1968). *The exceptional executive.* Cambridge: Harvard University Press.

Sayles, L. (1989). *Leadership: Managing in real organizations.* New York: McGraw-Hill.

Zaleznik, A. (1966). *Human dilemmas of leadership.* New York: Harper and Row.

Theories and Readings—Leadership and Power/Authority

Bogue, E. G., & Saunders, R. (1976). Using authority effectively. In *The educational manager.* Worthington: Charles A. Jones.

Conger, J. A., et al. (1988). *Charismatic leadership.* San Francisco: Jossey-Bass.

Fisher, J. L. (1984). *Power of the presidency.* New York: ACE/Macmillan.

Gardner, J. (1990). Power. In *On leadership.* New York: Free Press.

Greenleaf, R. K. (1977). *Servant leadership.* New York: Paulist Press.

Katz, D., & Kahn, R. L. (1966). Power and authority. In *The social psychology of organizations.* New York: John Wiley.

Theories and Readings—Leadership and Motivation

Autry, J. (1991). *Love and profit: The art of caring leadership.* New York: William A. Morrow.

Bracey, H., et al. (1990). *Managing from the heart.* New York: Delacorte.

Frankl, V. (1959). *Man's search for meaning: An introduction to logotherapy.* Boston: Beacon Press.

Herzberg, F. (1966). *Work and the nature of man.* Cleveland: The World Publishing Company.

Maslow, A. (1965). *Eupsychian management.* Homewood: Richard D. Irwin.

Walton, M. (1986). *The Deming management method.* New York: Perigee.

Theories and Readings—Leadership and Decision

Alexis, M., & Wilson, C. Z. (Eds.). (1967). *Organizational decision making.* New York: Prentice Hall.

Argyris, C. (1964). *Integrating the individual and the organization.* New York: John Wiley and Sons.

Bass, B. M. (1983). *Organizational decision making.* Homewood: Richard D. Irwin, Inc.

Bogue, E. G., & Saunders, R. (1976). Decision styles and strategies. In *The educational manager.* Worthington: Charles A. Jones.

Braverman, J. D. (1980). *Management decision making.* New York: AMACOM.

Drucker, P. F. (1967). Effective decisions. In *The effective executive.* New York: Harper and Row.

Katz, D., & Kahn, R. L. (1966). Policy formulation and decision-making. In *The social psychology of organizations.* New York: John Wiley.

Theories and Readings—Leadership and Organization

Bogue, E. G., & Saunders, R. (1976). Organization as a management art. In *The educational manager.* Worthington: Charles A. Jones.

Bolman, L., & Deal, T. (1991). The structural frame. In *Reframing organizations.* San Francisco: Jossey-Bass.

Gibson, J. L., et al. (1973). Structure of organizations. *Organizations: structure, processes, behavior.* Dallas: Business Publications.

Katz, D., & Kahn, R. (1966). A typology of organizations. In *The social psychology of organizations.* New York: John Wiley.

Likert, R. (1967). *The human organization.* New York: McGraw-Hill.

Theories and Readings—Leadership and Change/Conflict

Axelrod, R. (1984). *The evolution of cooperation.* New York: Basic Books.

Bogue, E. G., & Saunders, R. (1976). Managing change in education. In *The educational manager.* Worthington: Charles A. Jones.

Briggs-Myers, I. (1992). *Gifts differing.* Palo Alto: Consulting Psychologists Press.

Crum, T. F. (1987). *The magic of conflict.* New York: Simon and Schuster.

Kanter, R. M. (1983). *The change masters.* New York: Touchstone.

Katz, D., & Kahn, R. L. (1966). Organizational change. In *The social psychology of organizations.* New York: John Wiley.

Katz, D., et al. (Eds.). (1980). Conflict and change. *The study of organizations.* San Francisco: Jossey-Bass.

Likert, R., & Likert, J. G. (1976). *New ways of managing conflict.* New York: McGraw-Hill.

Theories and Readings—Leadership and Community

Bellah, R. N., et al. (1985). *Habits of the heart.* Los Angeles: University of California Press.

Gardner, J. W. (1980). Fragmentation and the common good. In *The study of organizations.* San Francisco: Jossey-Bass.

Theories and Readings—Leadership Climate

Cleveland, H. (1985). *The knowledge executive.* New York: E. P. Dutton.

Drucker, P. (1985). *Innovation and entrepreneurship.* New York: Harper.

Kanter, R. M. (1989). *When giants learn to dance.* New York: Simon and Schuster.

Toffler, A. (1990). *Powershift.* New York: Bantam Books.

Theories and Readings—Leadership and Culture

Berquist, W. (1992). *The four cultures of the academy.* San Francisco: Jossey-Bass.

Schein, E. H. (1985). *Organizational culture and leadership.* San Francisco: Jossey-Bass.

Sergiovanni, T. J., & Corbally, J. E. (1984). *Leadership and organizational culture.* Urbana: University of Illinois Press.

Theories and Readings—Leadership Style

Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge.* New York: Harper and Row.

Conger, J. A., et al. (1988). *Charismatic leadership: The elusive factor in organizational effectiveness.* San Francisco: Jossey-Bass.

Hersey, P. (1984). *The situational leader.* New York: Warner Books.

McGregor, D. (1960). *The human side of enterprise.* New York: McGraw-Hill.
Ouchi, W. (1981). *Theory Z.* Reading, MA: Addison-Wesley Publishing Company.
Reddin, W. (1970). *Managerial effectiveness.* New York: McGraw-Hill.
Shartle, C. (1956). *Executive performance and leadership.* Englewood Cliffs: Prentice Hall.

Theories and Readings—Leadership and Quality
Crosby, P. (1984). *Quality without tears.* New York: McGraw-Hill.
Deming, W. E. (1986). *Out of the crisis.* Cambridge: MIT Press.
Walton, M. (1986). *The Deming management method.* New York: Perigee.

Theories and Readings—Leadership Values and Ethics
Alinsky, S. (1971). *Rules for radicals.* New York: Random House. (Also available in paperback from Vintage, 1972.)
Badaracco, J. L., Jr., & Ellsworth, R. R. (1989). *Leadership and the quest for integrity.* Boston: Harvard Business School Press.
Bogue, E. G. (1985). *The enemies of leadership.* Bloomington: Phi Delta Kappa.
Bok, S. (1978). *Lying.* New York: Random House. (Also available in paperback from Vintage, 1979.)
Covey, S. R. (1990). *Principle-centered leadership.* New York: Summit Books.
Hitt, W. D. (1990). *Ethics and leadership.* Columbus: Battelle Press.
Hodgkinson, C. (1991). *Educational leadership: The moral art.* Albany: State University of New York Press.

Theories and Readings—Leadership Effectiveness
Bolman, L., & Deal, T. (1991). *Reframing organizations.* San Francisco: Jossey-Bass.
Gardner, J. (1990). *On leadership.* New York: Free Press.
Senge, P. M. (1991). *The fifth discipline.* New York: Doubleday.
Stogdill, R. (1959). *Individual behavior and group achievement.* New York: Oxford University Press.
Walker, D. (1979). *The effective administrator.* San Francisco: Jossey-Bass.

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University of Vermont

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Seminar in Organizational Leadership

COURSE PROSPECTUS

In 1966, Warren Bennis wrote *Changing Organizations: Essays on the Development and Evolution of Human Organizations.* In it he challenged conventional views and raised provocative questions about bureaucratic structures, change strategies, cultures, and leadership. And in 1970 Alvin Toffler's *Future Shock* burst on the scene to jar traditional views of countless societal constructs, many of which were organizationally related. Currently, TQM (Total Quality Management) has appeared to push further our views about and understanding of successful organizations.

Although bureaucracy is still thriving, there are numerous indications that we are in the throes of a paradigm shift in organizational thought and theory. It is fortunate that this shift is underway because many segments of society are pressing for organizations to alter their established ways of doing things, to be more responsive to their needs, and to be more effective in goods and services provided. Witness total societal upheavals around the world in these regards.

Leadership is the key variable affecting how the organization responds to these forces. Although there is considerable disagreement in the literature over issues such as what is good leadership and the characteristics of an effective leader, there is a consensus on definition.

> "the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation" (Hersey and Blanchard)

> "Leadership is a process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers." (Gardner)

The conventional ideas of leadership, then, stress initiation, movement, and goal attainment. One might sum it up as proactive rather than reactive behavior. This is not to say that a leader is always initiating; for not only would it be an unrealistic expectation for a person to sustain such a level of energy, but it would be an undesirable condition for an organization to be changing to that degree. The never-ending organizational dilemma revolves around whether maintenance has become a norm at the sacrifice of innovation, renewal, and possibly organizational transformation.

During the semester we will focus on leadership situations and forces within the leader, "subordinates," the organization, and the environment. This analytical scheme is intended to help you develop an operational theory of leadership, one of the main objectives of this course. A theory is a collection of concepts or principles that provide a framework which assists in making value judgments, in understanding phenomena, and in acting.

Course material is equally relevant to educational and social service organizations. It is expected that you will assist me in making this linkage and in identifying inappropriate applications. Throughout this course, students are assumed to have joint responsibility with me for the exchange of ideas, the dissemination of information, the challenging and examination of knowledge and points of view, and the sharing of attitudes and feelings. The informal structure of the class is intended to facilitate this kind of instructor-student exchange. I also encourage you to make presentations relevant to seminar objectives.

COURSE OBJECTIVES

The student who completes the course successfully should be able to:

- describe societal and organizational forces pressing for organizational change and affecting leadership in educational and social-service settings;
- analyze the context for exerting leadership in one's organization and identify factors that aid and impede it;
- articulate the connections and interactions between the heart (values and beliefs), the head (conceptions of how the world works), and hand (decisions, actions, and behavior) dimensions of leadership;
- analyze one's leadership style and motives for wanting to be a leader, identify personal characteristics, attitudes, values, and behaviors that affect leadership effectiveness, and apply this knowledge to increase one's effectiveness as a leader;
- integrate perspectives and general knowledge into a personal working theory of leadership.

In addition to the objectives, throughout the course we will attempt to address these dispositions from a CESS list of "Common Goals for Professional Education":

- To make use of professional concepts, theoretical terms, and scholarly understandings to communicate with colleagues about professional matters.
- To engage in the study of practice and to address professional problems by making use of rigorous procedures of inquiry.
- To deal reflectively with the enduring issues and the complex questions of the day.
- To participate fully in the obligations of professional roles.

COURSE REQUIREMENTS AND STUDENT EVALUATION

Described below is a rough weighting of the requirements to give you an idea as to the value I attach to them. However, I will not compute your grade with a quantitative formula. A Self-assessment Form will be provided for anyone who wishes to assess his/her work in relationship to course objectives and submit a suggested grade.

1. Weekly attendance, completing assignments, meeting deadlines, and participating actively in discussions. (25% of grade)

2. Two examinations, both "take homes." (50% of grade)

3a. Completion of an "Analyzing-Your-Leadership-Situation" project, based on an individually designed interview with someone in a leadership position. (25% of grade, suggested range of 10-15 pages; guidelines to follow)

or

3b. Submission of a journal, which is a weekly recording of reactions to readings, and insights about your growth and development. Each entry should begin with a brief summary of the class for that day.

4. I am open to negotiating, on an individual basis, alternatives to the project or journal. These might be in the form of reaction papers, book critiques, or a readings and research inquiry.

5. Course evaluation (collected by a student and read after grades are submitted):

   a. A written evaluation focusing on:
      • course design, content, processes, and materials
      • the instructor's performance (a framework will follow)
   b. Completion of a faculty evaluation instrument.

COURSE TEXTS AND MATERIALS

Hersey, P., & Blanchard, K. (1988). *Management of organizational behavior* [5th ed.]. Prentice-Hall.

Hersey and Blanchard's text is probably the most popular one around that outlines a leadership theory. Although there are times when the chapters are a bit repetitious and wordy, overall they present a solid, comprehensive treatment of one perspective on leadership. The early chapters also give a fine summary of key management literature that has been the foundation upon which "Situational Leadership Theory" and other theories have been constructed.

Machiavelli. (1961). *The prince*. Penguin.

One could say that 16th century Machiavelli was our first theorist on leadership. Is he relevant today? If so, why? If not, why not?

Sergiovanni, T. (1992). *Moral leadership: Getting to the heart of school improvement.* Jossey-Bass.

This book challenges us to "reinvent leadership" by attending more than we have been to the "heart" of leadership—"What a person believes, values, dreams about, and is committed to—the person's personal vision. But it is more than vision. It is the person's internal world, which becomes the foundation of his or her reality" (p. 7). Sergiovanni contends that in the past, and currently, we have focused too much on the "head" of leadership, the behavioral approach portrayed by Hersey and Blanchard.

Toffler, A. (1990). *Powershift: Knowledge, wealth, and violence at the edge of the 21st century.* Bantam Books.

Alvin Toffler is arguably the world's best known "futurist." Since 1970, when his first book, *Future Shock*, burst into the literature and became a dictionary term, his ideas (and those of his unsung wife) have influenced the thinking of millions of people around the globe. "*Powershift* is the culmination of a twenty-five year effort to make sense of the astonishing changes propelling us into the 21st century" (p. xvii).

COURSE OUTLINE

The following schedule outlines the major topics to be examined during the semester. It is subject to modification if we decide it is desirable. And, of course, unanticipated time devoted to a topic can always change the plan.

Session	Topic/Assignment
1	Introduction and Orientation. Video excerpts, "Ghandi and Patton."
2	Film, *Case Studies in Leadership.* Machiavelli: The First Theorist? Read Machiavelli.
3	Future Trends and Issues. Read Toffler, Parts 1-3.
4	Future Trends and Issues. Read Toffler, Parts 4 & 5.
5	Future Trends and Issues. Guest Speaker. Read Toffler, Part 6.
6	Foundations of Management Theory. Video, *The New Workplace.* Read H&B, Chapters 1-3.
7	Foundations of Leadership Theory. "The Interaction Game." Read H&B, Chapters 4 & 5.
8	Situational Leadership Theory. SL II Exercise. Mid-Course Feedback. Midterm Exam. Journals Due. Read H&B, Chapters 6-8, & 12.
9	Video, *Matching Leadership Styles to the Situation.* Guest Speaker.
10	Leadership and Power. Read H&B, Chapter 9.
11	Intervention to Improve Effectiveness. Film, *Working with Difficult People.* Read H&B, Chapters 10 & 11.
12	Moral Leadership and Organizational Vision. Projects Due. Read Sergiovanni, Chapters 1-5.
13	Moral Leadership and Organizational Vision. Final Exam. Read Sergiovanni, Chapters 6-9 & Epilogue.
14	Planning and Implementing Change. Review and Evaluation.

Share Projects.
Journals Due.
Read H&B, Chapter 15.

* * *

University of Virginia

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Leadership Assessment and Development

COURSE DESCRIPTION

- A review of the literature on reform of educational-leadership development.
- An analysis of the research related to leadership effectiveness with an emphasis on the individual as a leader and the role of the educational leader in management of human resources.
- The study and use of leadership assessment procedures and programmed simulation to provide indicators of the individual leadership style and effectiveness.

COURSE OBJECTIVES

- Provide team-building experiences and help create a climate for cooperative learning and positive support group activities.
- Provide a variety of leadership-assessment instruments and simulations which provide individuals with diagnostic feedback and aid in the understanding of their personal leadership profile.
- Review reference materials and stimulate discussion on what national- and state-education reports say about leadership and the roles and responsibilities of educational leaders.
- Read and discuss selected contemporary leadership reference and research literature.
- Prepare a personal professional development plan based upon the assessment experience and class discussion.

COURSE ASSIGNMENTS

Personal-assessment and Career-development Lifeline
Complete and give a seven- to ten-minute oral presentation with follow-up questions.

Leaders Interviews
Select three diverse leaders by position, age, race, and sex and conduct an approximately 30-minute interview with each. (Questions developed in class will be used as an interview guide.) Write and submit a brief one-page profile of each leader interviewed and prepare for class discussion. If you deem appropriate, both the written and oral discussion about the leaders interviewed may be anonymous.

Personal-leadership Inventory and Professional-development Plan
Prepare and write a personal-leadership inventory and professional-development plan with five sub-parts. Documentation from assessment activities used in class as well as other outside experiences, references, and research findings which support your leadership inventory and plan should be cited. Each participant will make a seven-minute class presentation which highlights a significant part of the plan.

For interns and students involved in a U.Va. EDLP degree or endorsement program, the paper will be reviewed by other faculty members and will be a part of your professional record. Two copies of the paper are to be submitted.

The leadership inventory and development plan (double-spaced, 10-15 pages) should include:
- A brief autobiographical sketch, including formative experiences, strengths and preferences, and why you selected educational leadership as a profession.
- A statement of your philosophy and vision. This statement should describe your vision of education's future, what you believe about education, and your role or mission in its future.
- An analysis and assessment of your leadership style.
- Your professional development plans for enhancing your performance as a leader. Suggested areas which could be addressed are: leadership, communications, instructional leadership, administrative, and other areas which you feel are important to your role as a leader.
- Identify a leadership position that you would like to apply for and write a one-page letter of recommendation in support of your candidacy.

Readings and Options

PROFESSIONAL AREA
To conduct a search of the leadership literature and select at least one major publication or ten professional journal articles that address the leadership challenges and leadership-development recommendations in your area of

professional focus (i.e., K-12; higher education; or human and community-service fields). You are to maintain a written journal of the major contents and your views on the relevance to your field. Class discussion will be held throughout the semester. The journal is due on the last class period and it will be returned.

GENERAL OR GENERIC AREA

To select and prepare a book review on one major leadership publication that provides a comprehensive analysis or recommended approaches to leadership development. A 10-15 minute class presentation is required. (Handout—Book Review Guidelines). The book review is to be duplicated and distributed to all members of the class at the time of the class presentation. Two or three individuals are encouraged to read the same book and work together as a team in preparing and presenting the report.

SUGGESTED READING

Administrative and Supervision Majors:
Challenges for school leaders, AASA, 1988.
Smith & Piele, Eds., *School leadership handbook for excellence*, ERIC, 1989.

Higher Education Majors:
Bogue, *The enemies of leadership*, PDK, 1985.
Freeman & King, *Leadership education: A source book 1992-1993*, Center for Creative Leadership, 1992.

COURSE EVALUATION

Class Participation and Readings Presentations	30%
Leadership Interview Profile and Discussion	20%
Leadership Assessment/Professional Development Plan Paper and Presentation	50%

Grading: S = Satisfactory or U = Unsatisfactory

COURSE CONTENT

An Emerging Design for Leadership Development

- Discussion of Team-building, Cooperative Learning and Other Course Objectives
- Individual Views of Leadership
- Leadership Education: What's Hot and What's Not
- Personal Profiles: Understanding of Self and Your Impact on Others and Organizations
- Personal Assessment and Career Development: Life-line Handout and Assignment
- What Education Reports Say About Leadership
- Leadership Assessment and Development Approaches: Assessment Centers Methods
  AASA, National Executive Development Center
  NASSP Assessment Center
  Benchmarks
  Selection Research "Administrator Perceiver Interview"
  State and Local Models
- The Dark Side of Charisma: Flawed Leadership
- Leaders, Followers, Situational Dynamics & Cultures

Diagnostic and Assessment Instruments

- Personal and Career Development Life-line (Federal Executive Institute)
- *Myers-Briggs Type Indicator* (Consulting Psychologists Press, Inc.)
- *Life Styles Inventory* and Self-Development Guide, LST-1 (Human Synergistics)
- Situational Leadership – Leader Effectiveness and Adaptability Description (University Associates)
- Leadership and Power: Power Perception Profile (University Associates)
- Communications Preference Inventory (University Associates)
- Leadership Simulations (Educational Research and American Association of School Administrators)
- In-basket Designs for Action

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Virginia Commonwealth University

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Executive Leadership

COURSE DESCRIPTION

In this seminar we will critically review and analyze some of the major current ideas about leadership theory and practice from both academic and operational perspectives. Students will select from a growing body of literature on leadership and develop a final agenda for class participant action. The course format will center around research and presentation of findings before peers in a conference format. The intent of the course is to distinguish leadership from management (or other group activity) and emphasize the leadership values, skills, and knowledge needed for success as we enter a new century.

Insofar as is possible, specific application and examples from current experience in Virginia will be used. Professionals dealing with these issues will be asked to interact with you to provide practical and operational perspectives on issues discussed.

COURSE APPROACH

The seminar will be divided into three parts.

Part One

Part One will focus on development of a course objective and an agenda for our leadership research. We will survey current and emerging concepts about leadership and place them in context with past models. You and your colleagues will also explore your own ideas about what leadership is, develop a working definition of leadership, "validate" that definition from current literature, and otherwise become acquainted with the dimensions of the leadership phenomena in late 20th-century America. The class will create a preliminary research-action agenda (in the form of research summaries) and, through interactive methods of negotiation and consensus building, will develop a specific research, discussion, and presentation plan to guide the seminar in planning and conducting a leadership conference later in the semester.

Part Two

In Part Two we will focus on general research to describe, delimit, and place in context major ideas about (1) leadership-research approaches, (2) styles, (3) theories, and (4) practice. In accomplishing these objectives, participants will prepare descriptive materials (in the form of an Extended Outline) to define, explain, and place in relevant context the evolving-leadership skills and current theoretical models. Each participant will also present his/her findings to colleagues.

As part of this phase, selected practitioner leaders will be asked to make presentations on their perceptions/practice of leadership in today's organizations. Class members will invite high-level practitioners from the Virginia government scene to make presentations and participate in discussions to help interpret specific leadership issues in practical and theoretical terms. Class members will prepare for, invite, introduce the guest speaker, and lead a short question-and-answer session on the speaker's topic.

Part Three

Part Three will conclude the seminar and will constitute a "Conference on Current Issues in Leadership in Government." At this conference you will make a formal presentation of your individual research. Each participant will make a major presentation reporting on his/her research to identify, describe, analyze, evaluate, and recommend further actions regarding a specific leadership issue facing government leaders in Virginia (and the nation). Colleagues will criticize and comment on these presentations. Presentations should be of publishable quality. You are encouraged to submit them later for publication.

A fully professional conference paper is required. This 2,500- to 4,000-word paper should explore fully one critical issue in leadership and provide insight on theory and practical aspects of the issue. You will be asked to present central findings of your research to the class in a 20-25 minute presentation, along with a two- to three-page abstract of major findings (with copies for each class member) on your assigned day. Two copies of the final written research paper/conference paper will be provided to the instructor at the end of the semester. All conventions of academic term papers should be observed.

COURSE TEXTS AND READINGS

Rosenbach, W. E., & Taylor, R. L. (Eds.). (1984). *Contemporary issues in leadership.* Boulder, CO: Westview Press.

Fairholm, G. W. (1991). *Values leadership: Toward a philosophy of leadership.* New York: Praeger.

PAPER FORMATS

Definitional Validation:

- Identify your definitional dimension.
- Define, place in context, and justify the importance of this dimension in fully defining modern leadership.
- Show any relationships between this dimension and others in our seminar definition.
- Provide a brief bibliography of sources you used to develop this validation.
- Identify outstanding leaders in the area who emphasize this dimension in their practice of leadership.

Research Issues Summaries:

- Provide a descriptive title.
- Briefly justify the importance of this issue.
- Briefly show the relationship of this issue to leadership and to government generally.
- Provide a brief bibliography of key sources.
- Identify key experts nationally and in the Richmond area. Select one expert we might invite to speak to us.
- Be prepared to discuss each issue briefly in Session 4 and justify its utility and importance in understanding leadership in the last part of the century.

Extended Outlines:

- Delimit the topic.
- Identify key descriptive elements.

- Identify significant policy issues.
- Identify constraints on use of this leadership style by individuals.
- Identify forces moving us to or hampering adoption of this style.
- List key sources.

Abstract of Research Findings:
This should be a precis, or brief abstract of key facts, findings, conclusions, and recommendations contained in the larger work. The purpose is to provide colleagues with a summary of the key findings and conclusions/recommendations coming out of your larger research/conference paper. The challenge is to include the relevant factual basis and the essence of the conclusions you developed in your major paper. The format should include the following:

- Descriptive title.
- Abstract of facts developed.
- Statement of findings and conclusions.
- Statement of recommendations or results found.
- Listing of most important references cited that moved the research forward toward its outcomes.

GRADING

The grade for the course will be based on the following factors:

Definitional Validations	5%
Research Summaries	10%
Extended Outlines (5% oral, 10% written)	15%
Monitoring of Guest Speaker Presentations	5%
Research Summary	5%
Research Paper	40%
Oral Presentation	10%
Critical Class Involvement (performance on panel/class involvement generally)	10%
TOTAL	100%

Note: Failure to meet any assigned delivery schedule herein will result in a loss of credit of 5% of the assignment grade for each occurrence.

You are also expected to read extensively in the field, prepare a selected bibliography for use by your colleagues and yourself in your research, and use relevant materials in your descriptive (part two) paper and in the conference paper and presentation (part three).

COURSE OUTLINE

Part One: The Leadership Agenda

Session **Topic/Assignment**

1 Introduction to Course: Defining Leadership Today.

- Review literature, develop a validation of an assigned definitional dimension of leadership. Prepare a one-page validation of that definition. Present your Definition Validation in class Session #2.
- Research contemporary literature and develop 2-4 "Critical Issues in Leadership" Research Summaries. Due Session #4.
- Read: Rosenbach & Taylor, Introduction and Chapters 1-5; scan Part 3 and Chapter 24.
- Read: Fairholm, Introduction and Chapter 1.

2 Current and Past Theories of Leadership. Presentation/Discussion of Validations of Definitional Dimensions of Leadership. Discussion of Current and Past Leadership Theories.

- Continue to work on Research Summaries for 4th Session.
- Read: Rosenbach & Taylor, Chapter 7 and 10-12; Fairholm, Chapter 2.

3 New Theories of Leadership: Values Theory; Values Leadership Theory (Self-preparation Principles, Follower Preparation, Theory Elements).

- Continue to work on research summaries for 4th session.
- Read: Rosenbach & Taylor, Chapters 25-28; Fairholm, Chapters 4-5.

4 Development of Seminar Research Agenda.

- Assignment: Select one topic from those developed from the critical issues research summaries for extensive research for end of seminar conference on Critical Issues in Leadership. (Provide me with a clean copy of the final research summary you have selected. Due next session.) Form groups based on similarity of topics to organize one session of the Conference on Critical Issues in Leadership during Sessions 11-15. These groups will also organize a guest speaker presentation during Sessions 8-10.

- Prepare an extended outline of another selected leadership issue. Present your material during Sessions 8, 9, 10. (Provide me with two copies of your extended outline at time of presentation to class members.)
- Read: Rosenbach & Taylor, Chapters 6-7, Part 3 Introduction, and Chapter 14.

Part Two: Using Leadership Skills/Capacities

5 Differences Between Leadership and Management.

Read: Rosenbach & Taylor, Chapters 8-9, 13, 15-17, 19, 22; Fairholm, Chapter 3.

6 Approaches to the Study of Leadership.

Read: Rosenbach & Taylor, Chapters 18, 20-23.

7 Constraints on Leadership in Government.

Read: Fairholm, Chapter 6.

8-10 Expert Practitioner Seminars.

Format:
Each team will prepare and lead a seminar session that spotlights one or more practitioner expert leaders who will discuss their leadership style, behavior, models.

- Introduction/delimitation of the overall topic to place it in operational context (five to seven minutes).
- Introduction of guest. Guests should take about 10 minutes.
- Moderate a question-and-answer period (10 minutes).

Note: A team member will present the topic in place of the guest if, for any reason, the guest cannot attend.

The remainder of each session will be devoted to student lecture/discussion presentations of the material that was the subject of their extended outlines. Each presentation will be limited to 20 minutes, including two minutes to set up and retrieve visual aids.

Part Three: Conference on Critical Issues in Leadership

11-15 Conference of Critical Issues in Leadership. Presentations of research findings and conclusions.

Format:

- Each team member will present his/her research results (20-25 minutes).
- The remainder of the panel will act as a conference panel to comment, criticize, and present alternative views (15 minutes).
- Open discussion to the rest of the seminar for questions and comments (10 minutes).
- Distribute a two-page summary of key findings and conclusions to all class members and two copies to me. Deliver two copies of final written paper before 15th session.

Note: Some reading assignments are deliberately assigned more than once to allow students to view material from several perspectives.

* * *

Virginia State University

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Leadership Education for the Hospitality Industry

COURSE DESCRIPTION

This course is a two-phase program for students who are aspiring to be employed in the Hospitality Industry. Phase One deals with the identification of concepts, philosophies, and trends in leadership development. Phase Two is a weekend program dealing with leadership issues in the hospitality industry.

COURSE OUTCOME

This course is designed to produce a cadre of students who are cognizant of leadership requirements to be successful in the hospitality industry.

PHASE ONE

Phase One is an introductory class which meets once a week. The format of the class focuses mainly on group discussions. Leadership simulations, problem solving, and role-modeling are also components. Leadership theory, paradigms, and service essentials are discussed. Current issues are discussed based on their potential to create changes in the industry.

Course Texts/References

Bennis, W. Any books published since 1990.

Covey, S. (1990). *The seven habits of effective people.*

Rocco & Vladmir. (1992). *Hospitality today.* Michigan: Educational Institute.

Course Requirements

- Class attendance and participation.
- Analysis of a book of leadership, chosen from Warren Bennis or other authors.
- An interview with an industry leader—CEO, General Manager, or director of special departments.
- An analysis of two current articles on leadership.
- Progress tests (4). Each test consists of 25 questions related to chapters in *Hospitality Today.*
- Special presentation on a leadership book.
- Final examination—a comprehensive examination consisting of 100 questions.

Course Outline

Session 1: Historical Perspectives of the Hospitality Industry
Session 2: Types of Hospitality Industries
Session 3: Leadership and Management Skills Needed to Succeed
Session 4: Leadership Concepts, Trends, Issues, and Research
Session 5: Advertising, Marketing, and Sales
Session 6: Global Issues Affecting Hospitality Leaders
Session 7: Planning and Development Requirements of Hospitality Leaders
Session 8: Leadership for the 21st Century

PHASE TWO: LEADERSHIP DEVELOPMENT SEMINAR

The two-day Leadership Development Seminar is sponsored by the Hospitality Management students and is designed to explore leadership issues with VSU students and invited students from Norfolk State University, Delaware State University, Cheyney State University, and The University of Maryland—Eastern Shore.

Industry leaders employed by the top hotels are invited to conduct special sessions with students.

Program Outline

Day One:
- Registration and Welcome
- Leadership Assessment/Leadership Opinion Questionnaire by SRA
- Guest Speaker: "Qualities Needed to be an Effective Leader"
- Social and Team Planning for Leadership Hospitality
- Bowl—Competition among all schools participating

Day Two:
Concurrent sessions:
- Explanation of Leadership Assessment—Where Do You Stand?
- Leadership Concepts and How to Apply Them to the Real World
- The Tools of Protocol—Etiquette and Parliamentary Theories and Procedures Leaders Must Know
- Leadership Can Be Taught—Trends and Practices
- Tough Issues Leaders Must Face

Leadership Hospitality Bowl
Evaluation and Summary

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Western Michigan University

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Theories of Leadership

COURSE DESCRIPTION

This course provides critical examination of principles of leadership theory construction, practice with and development of skills in evaluating contending theoretical perspectives regarding leadership, and practice with and development of leader self-skills. Students will examine the relationship of leadership philosophy to leadership theory and the translation of these relationships into practice. Further, an examination of the person of the leader in relationship to her/his espoused theories and philosophies will be completed by each student as part of developing self-reflection, self-disclosure, and self-inquiry skills.

COURSE OBJECTIVES

Students will be able:

- to demonstrate an understanding of ideas, facts, theories, and bodies of knowledge included in course content and instruction;
- to demonstrate an ability to survey relevant research and literature on leadership including social foundations, philosophy, purpose, definitions, strategies and processes, and core values;
- to demonstrate an ability to profess, define, and defend a theoretical base for the study and critical evaluation of leadership;
- to demonstrate an ability to engage in group process and cooperative/collaborative learning process with verbal communication, dialogue, and self-reflection as targeted skill areas;
- to demonstrate skill in formal written communication including the use and integration of APA style writing;
- to demonstrate an ability to design research or evaluation studies of leadership and related theoretical constructs;
- to demonstrate skill in self-reflection, self-disclosure, and self-inquiry.

COURSE TOPICS

- Understanding and defining theory.
- Understanding and defining leadership; distinguishing between leadership and other related constructs, e.g., leadership styles, principles of organizational behavior, etc.
- Critical evaluation of differing conceptual definitions of leadership.
- Operationalizing differing conceptual definitions of leadership and related concepts or constructs.
- Critical evaluation of various theories of leadership and the related concepts or constructs.
- Critical evaluation of two major themes in leadership: 1) relationships and 2) values.
- Critical evaluation of the philosophical, structural/functional, and psychological dimensions of leadership.
- Critical evaluation of the context of leadership/followership.
- Understanding and development of leader self-skills.

COURSE EVALUATION

A mark and/or letter grade will be issued for each assignment used for computation of the course grade. The course grade will be based on grades issued for five sets of written assignments. A set may range from one document to four. These five assignment sets and the weight of each in computation of course grade are listed below.

Midterm Examination (10%)

The midterm examination will be an essay examination administered on a take-home basis. The examination is to be completed on the honor system. Evaluation of the midterm examination will be by procedures used for evaluation of department core comprehensive examinations. After evaluation, students will be provided opportunities for mastery in class.

Foundations of Leadership (10%)

Each student will prepare a set of documents to include but not be limited to: a) a set of ten conceptual definitions, APA format with annotated bibliography; b) a set of ten characteristics, APA format with annotated bibliography; c) a philosophy of leadership, APA format; d) a set of five definitions each of professor-selected concepts related to leadership; e) a metaphor of leadership, student/author original; f) a collection of five each for the following: values, strategies/processes, and theories of leadership, in APA format and with bibliography.

Theory Construction (15%)

Each student will prepare a paper in which differing conceptual definitions of leadership and one or more related constructs are described and defined. The format of the paper should be in APA style and suitable for publication as an article or as a chapter in a hypothetical book addressing the topic of leadership.

Research or Evaluation Plan or Proposal (10%)

Each student is to prepare a research or evaluation plan or proposal to test and clarify the theoretical propositions which have been professed by the student. The plans should be based on what the individual has critically evaluated, and then professed, in preparation of the theory construction paper (see above).

Leadership Self-skill Development in Reflection, Disclosure, and Inquiry (10%)

Students will participate in field-based and classroom activities based on readings, dialogue, and individual/small group interaction related to leadership philosophy, theory, model and research. These activities are designed to develop self-skills in three areas viewed as critical to leadership. These include reflection, disclosure, and inquiry. Research-based and grounded in theory, the skill development activities have as a foundation experiential learning, individual learning, and organizational learning. Written journals will be prepared as well as reflection papers for sharing.

Critical Analysis (10%)

Each student is to work as a member of a dyad or triad. Papers prepared for completion of Objectives 2 and 3 are to be shared with the other member(s) of the dyad or triad. Each student is to prepare a written critical evaluation of the formal paper or papers prepared by an individual in his dyad or triad. This written critical evaluation is to be submitted to the instructor for evaluation.

Final Examination (15%)
Each student will complete an essay examination or instructor-prepared, in-class, interactive conceptual examination. This examination, at instructor option, may be administered in class or on a take-home basis. If administered on a take-home basis, students are expected to follow the honor system. The evaluation of this examination will be by use of procedures similar to those used for the department core comprehensive examination. Evaluation may include in-class peer evaluation/critique as well.

Small Group Scholarly Papers (10%)
Each student will work in a cooperative group with the responsibility of contributing to the outcome(s) of assignment products, as defined by the instructor.

Class Participation and Interaction (10%)
Each student is expected to actively participate and make contributions to the class discussion, exploration, and critical analysis of topics presented.

COURSE TEXTS

American Psychological Association. (1983). *Publication manual of the American Psychological Association.* (3rd ed.). Washington, D.C.: Author.
Burns, J. M. (1978). *Leadership.* New York: Harper & Row.
Cleary, T. (1990). *The book of leadership and strategy.* Boston: Shambhala.
Hodgkinson, C. (1991). *Educational leadership.* New York: State University of New York.
Kelley, R. E. (1992). *The power of followership.* New York: Doubleday.
Selznick, P. (1957). *Leadership in administration: A sociological interpretation.* Evanston, IL: Row, Peterson.
Starratt, R. J. (1993). *The drama of leadership.* Bristol, PA: Falmer Press.
Yukl, G. A. (1989). *Leadership in organizations.* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

In addition, students will have a course materials pack that will be distributed during class. The pack contains leadership philosophy, theory, and research articles/readings to be used in conjunction with activities and writing assignments.

* * *

PROGRAMS ON COLLEGE AND UNIVERSITY CAMPUSES

Programs which represent curricular and cocurricular opportunities for leadership development comprise this section. The primary audiences for the programs are women students, ethnic minorities, residence assistants, and new students. There are programs which span all four years of a student's education. There are also more limited opportunities such as seminars with a variety of topics from which students may select and leadership-development conferences. A few of the programs invite junior and senior graduates of the program to return as mentors and facilitators for entering freshmen and sophomores. Three of the programs are student-led, with students taking responsibility for summertime preparation and organizational goal setting, administration, and strategic planning.

Contents

Blackburn College, Sam T. Meredith 136
A program which combines leadership-studies coursework with a structured work program.

Briar Cliff College, Gail S. Rooney 137
A four-year leadership program including mentoring, community service, internships, and career development.

Colorado College, Sara Sugerman 139
A year-long, noncredit leadership-training program for women students.

Creighton University, Jody I. Svartoien 140
A comprehensive leadership program involving students as teachers, facilitators, and coordinators of all activities.

Duke University, Neil Boothby 142
An exploration of the current program content of ethics, personal commitment, and civic responsibility, and a discussion of potential directions for the program.

Fort Hays State University, Curt Brungardt 147
A four-year specialized curriculum that fosters leadership capabilities.

Gonzaga University, Richard O. Wolfe 149
A Master of Arts degree in organizational leadership. Five course syllabi are included.

Greensboro College, Sharon McMillen Cannon 153
A four-year program for student leadership development.

James Madison University, Renee Staton 154
An emerging-leader program, a seminar series, and peer mentoring.

Kentucky Wesleyan College, M. Michael Fagan 156
A leadership-citation program for the liberal-arts curriculum.

North Carolina State University, Laura F. Black 157
A series of leadership-development seminars.

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Blackburn College

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Blackburn College Leadership Development Program

PROGRAM DESCRIPTION

Blackburn College offers students leadership development as an option in the General Education Program, which complements leadership experience in student life and in the college's required, student-managed Work Program. The program uses direct experience in meaningful leadership roles, experiential teaching methods, assessment tools, and other forms of feedback to teach both leadership skills and a conceptual understanding of the leadership process. Both the academic courses and the work responsibilities are organized developmentally so that students can learn leadership ability systematically over the four-year undergraduate experience.

LEADERSHIP STUDIES

Leadership Studies is one option available to fulfill the 15-hour interdisciplinary studies requirement in the college's General Education Program. The interdisciplinary studies are designed to give students experience relating the contributions of several disciplines to the understanding of some problem or theme. The leadership studies option is designed to help students understand their own experiences as they move from a worker and follower as a freshman to take on increasing leadership responsibilities as they mature. The first course, Leadership: The Human Dynamic, is designed to be taken by students as freshmen or sophomores, before they take on significant leadership roles. It provides background analysis of theories of leadership, group dynamics, and personal skill assessment. The second course, The Constructive Resolution of Conflict, stresses the development of skills in win-win negotiation, resolution of interpersonal conflict, and coalition and team-building; it is designed to be taken during the first semester that a student holds a major leadership role. The capstone class, Theory and Practice of Leadership, is designed to give students in the second semester of a major leadership role or afterwards an opportunity to reflect on their experience and to internalize lessons for the future. All of the classes are designed to help students understand how the skills and knowledge of a liberal arts education contribute to their understanding of and success in leadership.

THE WORK PROGRAM

The Blackburn Work Program is managed by students who are responsible for the delivery of essential non-teaching services to the college community. The school can function only if these student leaders assume the adult responsibilities performed by full-time professionals on most campuses. A few professional staff work with the student managers to provide services in the dining hall and the student center, to provide academic support including the library, to provide janitorial and campus maintenance services, administrative services, and even the construction of new buildings. Student leaders must successfully supervise other students if these services are to be delivered. Students are responsible for professional services in public relations, development, and alumni affairs, including coordination of Homecoming and the annual Phonathon. In addition, students have taken increasing responsibilities in student life, including serving as resident directors in all of the dormitories, coordinating student activities, and participating in campus governance. Our experience has been that students grow to meet expectations, that they can mature to make the difficult transition into leadership roles, and that they can assume adult responsibilities and produce quality services. Our experience suggests that leadership is best taught through complementary in-class and out-of-class experiences over a number of years and that the undergraduate experience is a legitimate and valuable vehicle for this endeavor.

PROGRAM CHARACTERISTICS

- The daily experience of managing the Work Program provides regular opportunities for students to test their judgment under pressure. Student managers must resolve conflict among campus constituencies, motivate their own workers, and accommodate the changing priorities of campus decision-makers.
- Student leaders regularly exercise responsibility in an environment that constantly calls on leadership skills like assertiveness, negotiation and conflict resolution, persuasion, interpersonal communication, and sensitivity to impact on others.
- Student leaders must deal with a variety of constituencies including faculty, administration, staff, and other students; they must become sensitive to their varied perspectives and get them to work together.
- Student leaders will have moved from the bottom to the top of the organization within a four-year period, a period which should be short enough to retain a memory of and sensitivity to the perceptions and needs of all student constituencies.

- Leadership roles are spread widely on campus and there can be opportunities for all students interested in the program. A recent survey showed that a minimum of 40% of seniors had occupied a leadership role in the Work Program at some time during their college career. The addition of existing leadership roles in Student Life makes a meaningful leadership role available to well over half of our students.

COURSE DESCRIPTIONS

Leadership Studies consists of at least 15 hours with no more than two courses from any one department. Each student choosing leadership studies will take one course from the foundation (3 hours), one course from the capstone (3 hours), two courses from two separate categories in the associated courses (6 hours), and one course from any of the courses included in the study (3 hours).

The foundation courses introduce students to the issues of leadership and develop basic intellectual and interpersonal skills. These courses include Leadership: The Human Dynamic and The Constructive Resolution of Conflict. Capstone courses include the theoretical study of leadership or link the practice of leadership to areas relevant to the student's major or interests. The capstone is to help students integrate previous study and experience of leadership with studies in their major area or to generalize previous studies to build theory. Courses include Theory and Practice of Leadership and other classes that are not part of the leadership program but may be taken to fulfill this part of the general education requirements. They are Personnel Management, Psychological and Sociological Foundations of Sport, Student Teaching Seminar, and Applied Counseling.

Theory and Practice of Leadership is designed for the advanced general student explicitly and incorporates the Work and Student Life leadership experiences in all writing assignments. The other capstone courses focus on leadership in applied settings such as business, athletics, teaching, and counseling; they draw connections between leadership experiences on campus and those in the applied settings. Anecdotal evidence gathered by faculty teaching the courses suggests that students are able to build on the cognitive structures developed in leadership experience and to use them to evaluate critically concepts presented in a more traditional academic format.

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Briar Cliff College

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Leadership Scholars Program

PROGRAM INTRODUCTION

Briar Cliff College's Leadership Program is a comprehensive four-year developmental experience. Emphasis is on empowering students to identify, understand, and believe in their leadership capabilities. In addition to providing a basis for integration of in- and out-of-class experiences, the program requires students to meet periodically for leadership education. Mentoring, community service, internships, and career development are key components of this innovative training.

PROGRAM GOALS

The goals of the program are as follows:

- To develop leadership values and attitudes of students at Briar Cliff College.
- To enhance the skills, abilities, and experiences of student leaders at Briar Cliff College.
- To encourage student leaders to excel while at Briar Cliff College.
- To support students through providing mentor-protegé relationships for leadership success.
- To strengthen the Briar Cliff College community with active and trained student leaders.
- To empower student leaders for future success in personal, family, spiritual, and work careers throughout their lifetime.

PROGRAM OBJECTIVES

- Learning leadership culture.
- Participating in student-initiated activities.
- Developing the student's self-concept as a leader.
- Practicing active learning.
- Developing career developmental skills (documentation).
- Increasing student involvement.
- Building a mentor/protegé relationship.
- Bridging the college community.

PROGRAM COMPONENTS

- Involvement
- Development
- Mentoring
- Internships
- Community Service
- All-college Leadership Conference
- Education and Training
- Personal Reflection
- Career Development
- Conceptual and Experiential Learning
- Recognition

PROGRAM PARTICIPANTS

Freshmen, sophomore, junior, and senior Briar Cliff students apply to participate in this program. If the selected students want to continue in the program the following year, they must document completion of program requirements for the subsequent year.

PROGRAM EXPECTATIONS

At the end of each academic year, every leadership scholar is expected to document his/her involvements and to critique a leadership article. A resumé is attached to this annual report of events. Based on each person's documentation, the Leadership Development Interest Group decides on the individual's scholarship renewal. The following list shows the program expectations.

Freshman Year

- Participation in the Welcome Reception, Term I Seminar, All-college Leadership Conference, Term III Seminar, and the Recognition Banquet.
- Mentoring by a junior leadership scholar.
- Involvement in a minimum of two of the following: organizations/clubs, campus activities, work experience, campus committees, community service (on-campus or off-campus).
- Organization of an event or activity in a leadership capacity.

Sophomore Year

- Participation in the Welcome Reception, the Sophomore Overnight, Mentoring Workshop, All-college Leadership Conference, and the Recognition Banquet.
- Membership on one of the designated leadership subcommittees: New Scholars Orientation, Term I Seminar, Sophomore Overnight, All-college Leadership Conference, Term III Seminar, or the Recognition and Mentor Program.
- Involvement in a minimum of two of the following (at least one of which must be a community service activity): organizations/clubs, campus activities, work experience, campus committees, community service (on- or off-campus).
- Organization of an event or activity in a leadership capacity and completion of an activity form.
- Mentoring relationship with an administrator or faculty member.

Junior Year

- Participation in the Welcome Reception, Term I Seminar, All-college Leadership Conference, Term III Seminar, and the Recognition Banquet.
- Leadership on one of the subcommittees: Leadership Development Interest Group, New Scholars Orientation, Term I Seminar, Sophomore Overnight, All-college Leadership Conference, Term III Seminar, or the Recognition and Mentor Program.
- Mentor a freshman leadership scholar.
- Involvement each term in at least three community service activities or one ongoing community service project.
- Leadership in an ongoing role in one of the following: organization/club, campus activity, work experience, campus committee, or community service.

Senior Year

- Participation in the Welcome Reception, All-college leadership Conference, and the Recognition Banquet.
- Schedule an appointment with the career planning and placement director.
- Leadership (cochair) of one of the leadership development subcommittees or another committee or task force of the college.
- Mentoring through a career-related experience or assignment. (Each senior arranges his/her own.)
- Exit Interview with member(s) of the Leadership Development Interest Group.

* * *

Colorado College

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Women's Leadership Training Institute

PROGRAM GOALS

The Women's Leadership Training Institute (WLTI) is a year-long, noncredit leadership training program for women students. WLTI is designed to develop and enhance the leadership skills and self-esteem of women students, as well as to empower them to take on significant roles of leadership both on campus and after they leave.

PROGRAM STRUCTURE

A student board, made up of women students who have previously been through the program, is the main force behind the program. The board is selected by the previous year's board, using an application process. The student board uses a detailed manual to design the overall program, conduct the selection process for WLTI participants, plan the annual retreat and all of the modules for the year, help facilitate modules, involve the participants in planning the modules, and plan a final banquet and speaker event.

PARTICIPANT SELECTION PROCESS

Letters are sent to faculty and staff requesting nominations of women students who are leaders or have demonstrated leadership potential. The nominees are sent applications. Then the board reviews applications and selects about 20 students. Participants are selected for their leadership experience, their goals, and their commitment to the program. This process has consistently resulted in about 250 nominations and about 80 applications on a campus of 1,900 students. While students do not receive credit, commitment to the program and attendance at modules is stressed throughout the application process.

PROGRAM CONTENT

The Institute includes an overnight retreat and six to eight modules throughout the year, depending on the goals of the board.

Overnight Retreat

- Icebreakers.
- Low-ropes Course: The focus of the course includes team-building, trust, leadership styles, and gender issues (e.g., how might this exercise have been different with a mixed group or a group of all men).
- Attitudes Assessment Exercises: These are designed to help participants understand their own perceptions about women in leadership.
- Resumé Exercise: The group discusses how gender affects hiring, perceptions, etc., through the use of a resumé with provocative information on it.
- Ideal Student Leader Exercise: Separate groups describe the ideal male student leader, ideal female student leader, and the ideal student leader. Results are compared and discussed.
- Defining Leadership Exercise: Each participant uses a leader they admire as a role model on which to set personal leadership-development plans.
- *Myers-Briggs Type Indicator.*
- Networking as Women Student Leadership Discussion.
- Pfeiffer-Jones "Pine Creek" Communication Exercise.
- Stress Management.
- Overview of Modules: Participants sign up to help plan and implement modules.

Modules

Most modules are held on the weeknight evenings on campus. They are planned by the student board and by participants who signed up during the retreat.

- "Dealing with the 'F' Word": A frank discussion about what the word "feminism" connotes for participants. Prejudices and misinformation are recognized and challenged. The relation between feminism, power, and leadership is discussed, as well as feminist models of leadership.
- Assertiveness Training: The group is taught the difference between an assertive, aggressive, and passive response. A model for assertive communication is presented, and participants practice the model in role-play situations. They end by discussing in small groups a real-life assertive act they will commit to doing.
- Public Speaking for Women: Public speaking skills are covered with an emphasis on the public speaking problems women tend to have. Participants are videotaped before the presentation, given feedback by the group, and offered an opportunity to be videotaped again after the presentation.
- Women as Academic and Professional Leaders: Women members of the faculty and administration and local professional women representing different fields serve as a panel for informal discussion about how they got where they are, the status and concerns of women in their field, and how they balance career and family.

- Prejudice Reduction: Rosabeth Moss Kanter's video, "Tale of O," is used to generate discussion about diversity and the challenges, frustrations, and rewards of being different, and to heighten sensitivity to these issues.
- Trip to Denver: Participants meet with women in public-leadership positions in the state capital to discuss career paths, women's issues in public leadership, balancing career and family, etc. Visits have included a state supreme court justice, a city manager, a state treasurer, a high-powered lobbyist, and legislators.
- Reassessment and Synthesis: The year is reviewed and participants discuss what they have learned about leadership, women and leadership, power, and women and power. They establish personal leadership goals for the future. The whole program is also discussed and evaluated.

Final Women's Recognition Banquet
The whole group of participants is divided into work groups to plan and implement a recognition banquet for outstanding women on campus. A nationally known speaker may be included as part of the evening's activities as well. The planning and implementation of this major event serves as a culmination of the year's learning and results in the recognition of deserving women on campus.

PROGRAM COST

WLTI uses campus resources in terms of speakers, space, etc.; therefore the program can be run on a very small budget. The banquet and speaker can be costly, however. Once the program is well established, it can involve little staff time because students do most of the planning and execution.

* * *

Creighton University

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Creighton University Leadership Program

PROGRAM MISSION

This comprehensive leadership program provides opportunities for all students to develop leadership skills, to assume leadership roles, and to reflect upon what they have learned in the process. The Creighton University Leadership Program consists of a variety of curricular and cocurricular activities designed to teach students about leadership, to provide opportunities to practice and experience leadership, to receive feedback on their skill development, and to recognize student accomplishments. An emphasis is placed on helping students understand the role of service in leadership while in college and in their future communities. Involving students as teachers, facilitators, and coordinators in every activity within the leadership program is an integral part of the leadership philosophy.

PROGRAM GOALS

Leadership at All Levels
Students will experience a learning environment that addresses all levels of leadership development from beginning through advanced. This comprehensive approach will enable students to assess their own skills and knowledge, develop goals for improvement, and monitor their progress in specific leadership areas.

Multimethod Approach
Student leaders will participate in programs that provide an educational background for leadership development. The program also provides a training ground that uses simulations, workshop modules, course work, hands-on experience, and critical discussion for the further advancement and testing of leadership skills.

Emphasis on Local and Global Leadership
Participants will be encouraged and challenged to develop an understanding of the dedication and values needed for effective leadership into the 21st century. This will occur through exposure to and discussion of local and global leadership issues of our society, our community, our campus, and our individual leaders.

Service and Leadership: An Essential Link
The program will seek to promote a sense of community among all participants and to stimulate a desire to give back to their communities through involvement in community service opportunities. We want our students to understand that true leadership is learned and demonstrated through service to others. Our goal is that they will experience the rewards and responsibilities of service embodied by the mission of Creighton University.

Utilization of Campus and Community Resources
Students will be encouraged as leaders to use campus and community resources to reinforce and foster their own development and to achieve their own leadership goals. The success of our leadership programs will depend on involving significant leaders on and off campus in our educational efforts.

THE LEADERSHIP RESOURCE AREA

This area provides students with resources that will help them with personal and organizational leadership issues. Resources such as handouts and videotapes are available for students to check out. Topics include teamwork, ice breakers, group processes, listening skills, developmental games, leadership development, and various individual assessment tools.

LEADERSHIP COURSE

Leadership: Theories, Styles, and Skills is a three-credit course taught by a Creighton faculty member and cross-referenced by both the Communications Department and the Education Department. This course provides students an opportunity to gain a working knowledge of leadership theories. The course also teaches leadership skills and helps students apply these skills in a practical setting.

PROGRAM EXPANSION

Pending funding approval, the following expansions will be made to the program:

- A Leadership Institute will be developed which will offer an in-depth leadership experience for upperclass students. The one-day institute will be offered once each semester and will be limited to 30-40 advanced leader participants. Before the institute, participants will complete a *Leadership Styles Assessment* instrument, the results of which will be interpreted during the first part of the day. The implications for working effectively with a group will also be discussed. During the afternoon, participants will discuss the leadership issue that was the focus of that particular institute. Students will work in small groups with a facilitator to explore the issue and generate action plans to effectively address the simulated exercise. Facilitators will include campus and community leaders. Issues discussed might include multiple leadership roles, social concerns, ethics, and issues of diversity.

- The Leadership Workshop Series will be introduced. This program will be open to any student who wants to gain knowledge in the areas addressed. If a student attends 75% of the sessions, he/she will receive a certificate of participation. The series will consist of workshops held twice a month. Some workshops may deal with issues such as decision making, teamwork, leadership challenges, and ethical leadership.

- Situational leadership exercises will be developed in conjunction with the leadership course currently taught. These simulations will actively challenge and promote student participation and experimentation within the realm of leadership development. These activities will coincide with information being taught within the classroom setting. Such simulations will be set up in one- to three-hour time blocks. They will include team-building exercises (i.e., a ropes course), group dynamics (i.e., games that emphasize group structures and how they work), and discussions regarding current global and community issues. Within this environment, students will be encouraged to differ in opinions and to try out different styles of leadership to help assess which style or styles work best for them.

- Students for Students, a one-on-one mentoring program, will be established for all students interested in having a mentor. This program will team a freshman or sophomore with a junior or senior student leader and will incorporate a training session and group sessions that will occur throughout the mentor experience. The program will have both developmental and social aspects. Such identifying factors as major, career interests, hobbies, extracurricular interests, and leadership interests will be used to match the participants. The pairs will be encouraged to address such issues as leadership skills, academics, and activities involving opportunities, social interests, and community service. The mentors will be matched in the fall and continue throughout the academic year.

- Scholarships will be awarded to entering freshmen who meet specific academic and leadership criteria. Contingent on adequate funding, we will offer several scholarships renewable for up to four years, based on continued leadership involvement.

- Internships will be established with Omaha-area businesses, firms, or community service agencies. They will provide experiential sites for student leaders to practice and improve their leadership skills while contributing their time and talents to their sponsoring organizations. This cooperative venture will allow young leaders to experience potential work environments, while providing insight into the real-life leadership issues and management styles of participating organizations.

- A director of the leadership program will be hired. This full-time professional staff member will direct the activities of the expanded leadership program and will be responsible for all financial aspects of the endowment. The University will provide appropriate office space and support staff.

- The current leadership curriculum will be expanded. As the leadership program expands, the need to develop appropriate curricular components also becomes more essential. Classes that identify specific leadership aspects will be developed to provide students with a solid foundation in leadership. Emphasis must be placed on the development of a strong curricular component as the out-of-class programs and activities expand. Our plan is to introduce a series of academic courses that comprise a Leadership Studies emphasis. These courses will include basic and advanced leadership classes, credit-bearing internships, and other laboratory experiences.

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Duke University

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Insight and Responsibility: Education for Leadership

PART I: THE LEADERSHIP PROGRAM

PROGRAM INTRODUCTION

Students need to understand their communities, imagine future leadership roles, and experience the dilemmas of ethics in action. They need to learn that knowledge and sk[illegible] make for power, and the exercise of power demands both personal insight and social responsibility. The task of leadership development is to foster an ability to choose more wisely, detect and weigh ethical issues more perceptively, and understand more clearly the reasons for acting morally. Within our universities, this means moving beyond the narrow preparation of students for the job market.

A belief that students might become better leaders through more active, imaginative, and experiential learning led to the development of The Hart Leadership Program at Duke University. Founded in 1985 with an endowment from Milledge A. Hart III, the Leadership Program is part of the Terry Sanford Institute, which supports a program of courses and a center for study and action which enables our students to become better leaders.

PROGRAM OBJECTIVES

The program is concerned about ethics, personal commitment, and civic responsibility. It also explores the shape and direction of needed social and environmental changes, and how one might create and maintain more effective organizations, movements, and institutions. We encourage our students to see themselves clearly, deepen their capacities for personal judgment, develop the skills necessary for effective work in public and private organizations, and integrate theory and practice as they learn about leadership in the classroom and in the world beyond the campus. Within this framework, we emphasize more specific goals:

- Personal Confidence.
  The psychological abilities of an individual to tolerate ambiguity, risk, obstacles, delayed reward, and failure are important to an active and constructive role in organizations and institutions. While individual confidence grows primarily from experiences of success that are understood, insight and reflection can build confidence even from choices that bring suffering and failure.
- Democratic and Civic Values.
  These core values of our society set limits to personal and organizational self-interest and shape our notions of public good and of the social ideals towards which we strive. In courses and activities, students discover for themselves the meaning and the importance of these values.
- Leadership Skills.
  No person has all the skills a community or a corporation needs. But those involved in making changes, motivating others, or maintaining collective values and capacities when these are threatened are likely to find certain skills especially valuable: communication (reading, writing, listening, speaking), negotiation, analysis of group problems and processes, and an understanding of the values and interests at stake in common choices.
- Individual Commitment.
  Commitment implies an active willingness to invest sufficient energy over sufficient time to produce a desired result. Through its experiential approach to learning, the

leadership program offers students opportunities to test their abilities to sustain energy, interest, and personal relations, and to make and keep promises.

PROGRAM METHODS AND APPROACHES

The leadership program has relied on the intellectual traditions of the humanities and the social sciences; on case studies of public and private initiatives; on the hard-earned lessons of experienced activists, executives, and other leaders; and on the reflection of students on their own work and their own groups and leadership roles. The program has sent students off the campus and into community service, has encouraged mentor relationships with prominent members of private and community organizations, and has brought significant national and international leaders to Duke to participate in ongoing coursework or to teach seminars of their own. It has offered support and learning opportunities to student groups seeking change at Duke and in Durham, and it has assisted in the growth of national efforts for leadership studies and development.

Leadership and teaching have much in common. The program has included among its faculty individuals who care about and in some measure reflect its aims and who have experience working in groups and organizations to solve difficult problems. In addition to those in the program with faculty appointments, students have been able to learn from distinguished adjunct faculty who have come to Duke to lead seminars and from mentors and advisors affiliated with the program's experiential learning program.

We have observed over the years that students often enter the program expecting to learn how better to exert their influence over peers and future colleagues and may believe leadership is a synonym for personal power. As students progress in the program, they begin to learn that leadership is not a fixed role, but a process of complex interactions of people, events, and values which are shaped by culture, history, expectations, and chance. As students come to understand that actions arise out of relational roles, they see that leadership is not only about a single, recognized leader; it is about the constituency, the tasks of groups, and the empowerment and accomplishments of constituencies.

PROGRAM CORE COURSES

The program's core courses introduce students to dilemmas of leadership and explore questions of power, personal choice, and collective values. "Leadership, Policy and Change" examines the lives of significant leaders and uses psychological, philosophical, and literary works in studying ethical and organizational problems. The course also requires students to spend time each week working on a campus or community project and demands serious writing about the kinds of leadership they see and the effectiveness of their own work as supporters, followers, or constituents. Students thus are challenged to move from a political and historical framework to articulate their own conceptions of how individuals can exert influence over pressing concerns.

"Leadership and Judgment" focuses on problems that commonly arise in personal and community life. As students begin to discover that these dilemmas raise issues that are susceptible to careful reasoning and argument, they develop their own understanding of how many problems do have reasonably clear solutions, given basic premises that almost all human beings share. Students in the course also learn about the difficulties and the possibilities of group cooperation and they take part in one or more group projects in connection with nonprofit organizations or schools within the Durham, North Carolina, community.

PROGRAM PROJECTS

The leadership program encourages its students to design and implement major group projects during the year, usually involving community service related to the University and the surrounding Durham community. For their projects, students must identify some situation in which leadership is needed, and then play some role in providing it. Every off-campus activity is matched with on-campus discussions and opportunities for thoughtful writing. These action projects—their successes, their failures, and the individual role every student plays in them—are among the most important texts of the program.

More than half of the ongoing community activities on the Duke campus have been designed and coordinated by students of the leadership program. Projects students have already designed and implemented include: the Duke-Africa Initiative, which sponsors several students each year to work in relief camps in one of the famine-stricken countries in Africa; the Duke Homeless Project, which hosts ongoing campus-wide symposia on this growing crisis; a nationally cited food salvation program which sends University leftovers to a local soup kitchen; the Volunteer Center; the Women's Center; etc.

INTERNS IN CONSCIENCE PROGRAM

One of the premises of community service and experiential education is that we learn about ourselves through our commitments. With the strong support of the Terry Sanford Institute, we want to ensure that our students have opportunities to develop more than abstract, theoretical relationships with important public concerns.

For the past five years, the leadership program has offered internships to more than 50 students each summer to work on some of our country's most difficult social problems and with some of its most powerless people: homeless families in New York, poor refugees in Florida, and young people and their families struggling to break out of generational cycles of poverty in Washington, D.C., and Durham.

Students prepare for their work by enrolling in intensive house courses during the spring semester. These classes, which are designed and taught by former student participants, help prepare them for their internships, so when they arrive at their internship placements they are ready for major responsibilities. Interns are carefully matched, not just with organizations, but with individuals within these organizations—community health-care professionals, psychologists, social workers, ministers, and others—who are willing to serve as mentors to participating students. Throughout the summer, students also meet with public officials, scholars, and community leaders who help them understand the broader context of their efforts. And they work hard—often 50 or more hours each week, learning how to make a difference both in the lives of individuals and within their sponsoring organizations.

Interns in Washington, D.C., developed the first multicultural youth leadership conference in the city, taught summer school, planned recreational activities for homeless and runaway youth, and ran a summer youth employment program. In New York City, students worked in shelters, organized a center for abandoned children, and helped develop and implement advocacy strategies. In Durham, interns worked in a housing project to create a summer program for youths of different ages and coordinated the Chamber of Commerce's work and study initiative. In Atlanta, interns worked to provide counseling and basic health-care services to people with AIDS, drug addicts, rape victims, battered women, and the homeless. Most of these efforts never would have occurred without the interns because the sponsoring organizations—hard-pressed, nonprofit agencies—did not have either the staff or the money to make them happen.

LEADERSHIP SEMINARS

As students complete the program's core courses or return from their summer work experiences, they benefit from further opportunities to rethink basic assumptions and to acquire additional skills. The program has relied upon both regular and adjunct faculty to offer advanced seminars on selected topics. These seminars have focused on leadership concerns such as "Power and Influence in the Corporate World," "State and Local Government," "Women and Leadership," and "World Crises and Response."

VISITORS PROGRAM

The leadership program also offers a visitors program. Some visitors give public addresses, while others speak to classes or to a faculty group; almost every speaker spends time in a leadership seminar with students. Visitors have included: then-Governors Bob Graham of Florida and John Sununu of New Hampshire; Emanuel Azenberg, Broadway producer; Paul O'Neill, president of International Paper Company; Katherine Fulton, editor of the North Carolina *Independent*; Cokie Roberts, reporter for National Public Radio; Susan King, former chairwoman of the U.S. Consumer Product Safety Commission and president of Steuben Glass; and Michael Eisner, chairman and chief executive officer of Walt Disney Corporation.

PART II: NEW PRIORITIES AND INITIATIVES

INTRODUCTION

The program we have developed over the last five years has shown that much can be done with modest resources. Our courses and projects have been emulated by a number of other campuses, and we already have a loyal and supportive group of alumni. We are ready to build on the work that we have done. We are ready to develop a focus on the corporate and international worlds which will complement the program's well-established focus on the governmental and nonprofit worlds. We particularly are interested in examining, fostering, and comparing the alliances which will productively link often disparate institutions.

We hope to undertake new initiatives in two areas of particular concern: a) the relationship between private initiative and public responsibility, and b) the role of leadership in international relationships. They build on the strengths of the Terry Sanford Institute, our experiences in making use of distinguished visitors, and our contacts with leaders in corporate, nonprofit, and governmental worlds. Both initiatives will be clearly focused and will include new courses, cocurricular programs (symposia, lectures, debates, and other leadership forums), and research components.

PRIVATE INITIATIVE AND PUBLIC RESPONSIBILITY

The gap between the worlds of business and academia is large, and it is accentuated by the isolation of business schools from the central intellectual and undergraduate cultures that dominate most colleges and universities. Corporate visitors come to the campus frequently, yet the interactions—often chiefly about the University's funding needs—tend to be less than challenging. Genuine interchanges are rare.

In addition, there is a tendency to segment the profit and nonprofit sectors. Consequently, there is very little interaction or understanding between the two. The profit sector believes many of the nonprofit groups are "fuzzy thinkers," while the nonprofit groups tend to categorize the for-profit companies as "greedy."

In reality, both groups depend heavily upon one another. Nonprofit programs receive funding and other commitments from profitable institutions and executives; the profit sector benefits greatly from the community development brought about by the efforts of nonprofit agencies. Both sectors are integral parts of our economy, and a better relationship between the two communities would have a major impact on our overall society.

Homelessness, poverty, and environmental destruction are being identified as problems which need to be solved by the efforts of all members of society. While in the past several major government programs were initiated to solve these problems, it now is recognized that financial resources are limited and simply adding new government programs is not feasible. Thus, the free market sector, which includes both corporations and volunteer organizations, will need to develop creative leadership and alliances to solve some of our most persistent social problems.

The educational consequences of the distance between academia, nonprofit programs, and the corporate community are considerable. Many students end up in the corporate world, yet they have relatively few on-campus opportunities to learn about the world of the large and complicated organizations they will enter. Professors, even those interested in corporate life, ordinarily have little direct contact with people who make significant decisions in the world of business. Little attention, either academic or practical, has been given to the much-needed alliances between different sectors of society.

Much of the study of leadership attends to political and governmental leadership or focuses on social movements and organizations outside the corporate world. Too little is known by academics about corporate leadership, and their distance from it means that their contribution in this area is thin. Business leaders, on the other hand, often lack the opportunities for the reflection or the intellectual exploration which universities have cultivated. More interaction, rightly designed, would be of great mutual advantage.

Our plan is to bring corporate leaders and other successful professionals to the campus to talk with each other and with our students and faculty about problems that they believe are important. These individuals have much to say to our students. They themselves also would benefit from these conversations and from taking time to think and talk about the larger implications of their work. Such leaders will be regular or occasional visitors who give lectures or participate in special colloquia. Others will become adjunct members of the faculty and teach or coteach leadership seminars.

We plan the following courses:

Private and Public Alliances
How can America refashion a number of its programs and approaches to overcome the failures of bureaucratic inertia? What combinations of small group and voluntary efforts, market forces, and government cooperation are most likely to result in useful working alliances? If good models have a way of multiplying themselves, what kinds of leadership are required to bring together all the institutions of American society—corporations, nonprofit organizations, universities, local and state government—to achieve needed goals?

Ethics and Organizations
The issues here are durable ones. How do corporations maintain standards of efficiency, honesty, and decency within their organizations? And what responsibilities do they have to various persons and communities outside the corporation? We expect to ask people to think seriously about the question of morality and morale in organizations.

Leadership and Corporate Life
Recent years offer a rich harvest of stories of corporate failures and successes. From the available books and case studies and from the reports of well-informed visitors, students can learn much. Central themes include failures of foresight, problems of self-understanding, and the long-term effects of changing management strategies. The seminar will also consider some central workplace issues, including question of meaningful work and organizational loyalty.

Women and Leadership
Most organizations in American life face difficulties in meeting the aspirations of the women who work or plan to work in them. And women face special problems in reimagining their own roles and in coping with the conflicting messages they receive from their social, academic, familial, and professional environments. The course will consider some illuminating individual stories of men and women who have dealt poorly or well with problems of gender and discrimination. It also will examine a variety of perspectives on emerging issues about women's roles, problems, and opportunities.

LEADERSHIP AND INTERNATIONAL RELATIONSHIPS

Student protests in China, ethnic unrest in the Soviet Union, the end of Communist domination in much of Eastern Europe, independence movements in Estonia and Lithuania, continuing war in Central America and the Middle East—these and other events underscore the need to rethink our assumptions about leadership and international relationships. Rethinking our basic assumptions about the role of leadership among governments, states, and peoples is not simply an abstract, theoretical exercise. How leaders, groups, and individuals envision what they are doing heavily influences how they do it. How we, as Americans, reshape our basic notions about leaders, movements, and our relationships with other nations will determine how we adapt to the changing world economy, whether nuclear weapons are used or wars are prevented, and whether most of the world's people will continue to live in abject poverty or share in economic growth and technical development.

We are developing an international and intercultural perspective within the leadership program to encourage our students to think about the role of leadership in relation to global concerns. In conjunction with the Institute's Center for International Development Research we also plan to establish a policy workshop program to bring government officials and other professionals from developing countries together with Duke faculty to work towards improving international responses to children and families caught up in crises of war, famine, and mass population movements.

We would like to develop the following courses:

The Leader and the Led
To be added to the core curriculum of the program, this course will consider a number of related issues. What is the conscious and unconscious relationship between leaders and the people they serve? What do we know about the human need for enemies and allies, the psychology behind dehumanization and victimhood, and the nature of enmity and its transition from generation to generation? What is the genesis and evolution of individual and group identity? What are the conditions under which individuals, groups, and nations become aggressive or violent? How do political leaders use these processes to achieve their goals? What happens when grassroots movements move ahead of their political leadership?

Corporate and Nonprofit Leadership: The Global Concerns
What enables some corporate and nonprofit leaders to take socially responsible action on global issues, while others who share the same concern for these issues seem unable to act? What is the personal and corporate soil in which global responsibility can flourish? This initiative will address these questions through interviews with corporate nonprofit leaders, along with analysis of professional environments and the backgrounds of corporate and nonprofit leaders.

World Crisis and Response
Although consciousness about war, famine, and mass population movements has reached an all-time high, awareness of their causes hardly has moved forward. Though drought may trigger famines, how does human mismanagement cause them? This course, which will serve as a prerequisite for student participation in the policy workshops described below, will offer a range of seminars on leadership in the areas of development strategies, international monetary policies, family health and nutrition, conflict and militarism, refugees and world politics, and foreign-aid policies.

COCURRICULAR ACTIVITIES: SYMPOSIA, CONFERENCES, AND RESEARCH

As cocurricular activities, we intend to develop a series of regular symposia and occasional large forums on these leadership concerns, in which a range of corporate and nonprofit leaders will come to Duke, often in pairs, with one executive inviting another to join him or her in discussions with Duke students and faculty. Representing both domestic and international perspectives, as well as the corporate and nonprofit perspectives, these symposia and forums will focus on the leadership needed in our changing society, world, and marketplace.

We are interested in sharing the results of these efforts to examine various dimensions of private initiative and public responsibility; consequently, we want to record and to transcribe these discussions. When the subject is of importance and the contributions of high quality, we expect that revised versions will be published as articles, books, or parts of books. Presentations that are interesting but less finished will be circulated among colleagues in the academic, business, and nonprofit worlds as working papers. These publications—when made available to corporate executives, ethics programs in professional schools, and executive training programs—will help maximize progress on the path towards social responsibility and cooperation in the corporate and nonprofit environments. In addition, these symposia will be videotaped, as they will provide the basis for a video archive on public and private leadership.

In a related initiative, we plan to work with the Center for International Development Research at Duke to establish a workshop program to help governments and international organizations respond to the human and social needs of children, families, and communities displaced by war, famine, and refugee movements. The program will bring government officials and professionals in international organizations from several different countries together with Duke faculty to reassess and evaluate policies and programs to make them more relevant to the problems children and their families face today. Each group of participants will design a pilot project which works to mitigate the negative human and social consequences of a given crisis. The program also will establish collaborative research projects with participating organizations and government ministries to continue to offer support in the field.

Some of our students will be able to participate directly in the symposia and policy workshops. Others will be able to meet informally with government officials, leaders of international organizations, and corporate executives and to attend public lectures, debates, and other leadership forums. Related to the policy workshops, a summer and post-graduate internship program will be devised to prepare and place students with mentors in international agencies.

CERTIFICATE PROGRAM IN LEADERSHIP STUDIES

We believe the expansion of the leadership program will enable Duke University to offer its students significant practical and academic progress towards the goal of becoming well-educated individuals who feel an ethical obligation to involve themselves and their talents in important domestic and global concerns. As recognition of these real-world and scholastic accomplishments, and as an incentive to continued participation in the program, we anticipate offering a certificate in leadership studies.

Duke University already offers certificate programs, which give students the opportunity to engage in the concentrated study of an area not offering a major. These programs, supplements to the basic course of study, usually reach beyond departmental boundaries and generally provide an interdisciplinary focus to the subject matter. We will be working with the institute's director, other university administrators, and faculty to develop program requirements that will lead to a certificate in leadership studies.

The opportunities this plan offers to us are substantial. A number of faculty members in other departments already teach courses of considerable relevance to our concerns; and with encouragement and assistance, other courses might be developed—especially in fields like history and political science—which would be appropriate additions to the leadership curriculum. The certificate program thus would promote cooperative teaching and conversation with faculty who share our interests.

The resources needed to accomplish these goals are not large. The Women's Studies program has shown that even modest grants can be effective in motivating faculty members to devote time and effort to designing courses or parts of courses in ways that respond more directly to the needs of students in their program.

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Fort Hays State University

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Leadership Studies

PROGRAM DESCRIPTION

Recently, Fort Hays State University undertook new academic programming. To enhance a student's major field of study, FHSU provides a four-year (two-program option) specialized curriculum that fosters leadership capabilities. Leadership Studies is intended to assist students in realizing their full potential and responsibility for leadership by utilizing an educational experience based on both theory and practical applications. At the freshman-sophomore level, students participate in the two-year introductory Leadership Certificate Program. And for those students interested in continuing their specialized studies at the junior-senior level, they are invited to apply for admission to the Field of Emphasis in Leadership Studies, which can be attached to any academic major. This new comprehensive program is all-university in scope and interdisciplinary in nature.

PROGRAM PHILOSOPHY

The FHSU Leadership Studies program is built upon four guiding principles:

- With the complex problems and challenges of our changing world, the need for leadership is as great as ever before. Effective leadership can make a positive contribution to a better quality of life at all levels of society.
- Leadership can be taught. It is possible to develop and provide students with a learning environment that will foster critical leadership skills and capabilities.
- Leadership education is not just for a select few, but rather all individuals can and should benefit from leadership-development activities. Emphasis is placed on followership, horizontal leadership, and civic responsibility.
- Importance is placed on providing a balanced and interdisciplinary approach to leadership study. While the theoretical literature in the field is interdisciplinary in content, our learning environment should also be interdisciplinary in nature.

PROGRAM MISSION AND GOALS

Fort Hays State University is committed to the idea that the preparation of students for positions of leadership is an essential component of the educational mission. The Leadership Studies program is dedicated to the education and development of future leaders for the state and region. The primary emphasis of the program is to assist students in realizing their full potential and responsibility for leadership by providing a comprehensive educational experience based on theory and practical applications. The program's mission, therefore, is to nurture and encourage future leaders for commerce, government, business, and public services to cope with the complex problems of a changing Kansas and world beyond. The program's goals are:

- To provide the citizens of the state of Kansas with a leadership-educational program superior in quality and comprehensive in nature. This includes meeting the societal, political, economic, and technological needs of a total-quality workforce.
- To increase the pool of potential leaders and to improve the quality of professional and community leadership to face the many challenges of the future.
- To first engage students intellectually in the nature and tasks of leadership study, and second to inspire and motivate those students to seek positions and responsibilities of leadership.

PROGRAM OBJECTIVES

Leadership Studies will provide students the opportunity to acquire a body of knowledge that will assist them in the development of their potential in the area of leadership. The four-year Leadership Studies curriculum is intended to foster leadership skills and capabilities among participants, including:

- An understanding of ethical judgements and values.
- A sense of self-worth and self-esteem.
- A commitment to civic responsibility.
- An understanding of the importance of self-assessment in personal development.
- Skills that will assist in decision making and problem solving.
- Traits that encourage flexible thinking and the ability to manage change.
- Knowledge and experience in group functions and processes.
- A realistic, contemporary perspective and a vision for the future.

PROGRAM CURRICULUM

In the effort to provide a comprehensive leadership educational experience, Fort Hays State University provides a learning environment that includes a theory component and practical field experience activities. This allows students the opportunity to reflect and act on what they have learned about leadership behavior.

To provide the greatest flexibility possible for our diverse student population, the Leadership Studies four-year curriculum takes a two-step approach to leadership development. Participating students make their own choice on how involved they want to be in leadership education by choosing between two programs. Students first participate in a two-year introductory leadership activity entitled the Leadership Certificate Program (9 credit hours). After successful completion of this component, participants have the option to continue their study of leadership by pursuing a Field of Emphasis in Leadership Studies, which can be attached to any academic major (additional 9 credit hours). Instruction includes an interdisciplinary approach to the nature, tasks, and issues of leadership, as well as field-experience internships.

Leadership Certificate Program (Freshman/Sophomore Level)

Utilizing the small classroom format, this two-year leadership program introduces the student to the basic concepts of leadership thinking. While the program is designed for the freshman and sophomore level, participants are allowed to enter the program at any point in their undergraduate careers. Students are required to complete the following three new interdisciplinary courses (Core Courses—9 credit hours):

- **Introduction to Leadership Concepts**
  This interdisciplinary course covers the basic concepts essential to the nature of leadership. Subjects include the conceptual background, theories, approaches, styles, and ethical issues in leadership research and thinking.

- **Introduction to Leadership Behavior**
  This interdisciplinary course is designed to take the student from the theory component to the practical process of leadership. Course activities will cover the basic concepts essential to the tasks of leadership, including personal skill development and organizational/group behavior. (Prerequisite: Introduction to Leadership Concepts)

- **Contemporary Issues in Leadership Studies**
  This interdisciplinary course is designed to provide the student with the most up-to-date issues relating to the nature and tasks of leadership thinking. Subjects include total-quality leadership, gender and diversity issues, servant leadership, and international dimensions. (Prerequisites: Introduction to Leadership Concepts and Introduction to Leadership Behavior)

Field of Emphasis in Leadership Studies (Junior/Senior Level)
After successful completion of the Leadership Certificate Program, students have the option to continue their study of leadership by pursuing an expanded curriculum at the junior and senior level. The Field of Emphasis in Leadership Studies will require a total of 18 credit hours (including core courses) and can be attached to any major across the curriculum. This emphasis is designed to provide students with an in-depth understanding and practice of leadership. Requirements include: a) successful completion of the three leadership core courses, b) selection of two leadership elective courses, c) a noncredit community service activity, and d) a senior project in leadership studies. Interested students must meet minimum academic standards in the certificate program to be granted admission into the field of emphasis component.

- Selected Courses in Leadership Studies (Electives—6 credit hours)
  Students select two courses from the Selected Courses in Leadership Studies list. These courses are existing university courses that address important leadership issues. Students may select only one within the same department. Participating students submit for approval a plan of study to the Leadership Studies Advisory Committee on their course selections. The leadership electives should guarantee students exposure to a wide array of different issues and approaches to the study of leadership.

- Internship Activities (3 credit hours)

  Community Volunteer Service
  Before students are allowed to finish their leadership studies in the senior project, participants will need to undertake a nonpaid, nonacademic-credit lab experience fostering civic volunteerism and civic leadership. Coordinated by the Department of Sociology and the director of Leadership Studies, this activity recognizes the importance of service learning by emphasizing service to the community as a vital component of leadership. To nurture the commitment to public service, students perform at least 25 volunteer hours with a local volunteer organization or board. This opportunity will allow students to practice their leadership skills, while at the same time serving others in the community.

  Senior Project in Leadership Studies
  This independent study course is individualized to meet each student's major and desired leadership topic. Giving students the opportunity to make practical use of the knowledge and skills acquired in the Leadership Certificate Program and their leadership plan of study, this course is designed to allow students to participate in either a Creative Internship Opportunity or a High-level Apprenticeship Activity.

  Students opting for the Creative Internship Opportunity are expected to become visibly active members of a community or campus organization which addresses a specific on-campus or community problem. Students are required to report on their group involvement as well as to submit a formal proposal with possible solutions to the identified problem or concern. Usually performed in a summer term, the High-level Apprenticeship Activity option matches participating students with leaders from either public or private agencies. Students are expected to observe their mentors and provide a detailed account of those observations in a case-study report. (Prerequisites: Introduction to Leadership Concepts, Introduction to Leadership Behavior, and Contemporary Issues in Leadership Studies)

STUDENT CERTIFICATION

After successfully completing the Leadership Certificate Program, students will receive special recognition and a Certificate of Achievement that they can take with them after graduation. In addition, the participants who continue their study of leadership in the more in-depth Field of Emphasis in Leadership Studies will receive official recognition on their academic transcripts, demonstrating their college career commitment to the subject.

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Gonzaga University

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Master of Arts in Organizational Leadership

PROGRAM DESCRIPTION

For the Master of Arts in organizational leadership a required sequence of 16 credits is supplemented by six credits of individualized research projects and nine elective credits. Electives are chosen by each student from a selected list of graduate courses offered throughout the University.

Classes in the School of Business Administration, the College of Arts and Sciences, the Department of Counselor

Education, and the Department of Administration, Curriculum, and Instruction in the School of Education are approved for the Organizational Leadership degree. Selected courses in the School of Law may be approved with special permission. Electives also are offered by the School of Professional Studies for Organizational Leadership students.

Required courses for the MA in organizational leadership are:

- MOL 500: Organizational Leadership
- MOL 501: Methods of Organizational Research
- MOL 502: Leadership and Imagination
- MOL 503: Organizational Ethics
- MOL 504: Organizational Communication
- MOL 680: Leadership Seminar

MOL 500: ORGANIZATIONAL LEADERSHIP

Course Description

Drawing on material from various liberal-art disciplines and the social and physical sciences, this integrative course focuses on research and models of leadership relevant to defining and achieving collective goals in a variety of organizational settings. In reviewing leadership and organizational theories, the course places emphasis on unity and interconnectedness, continuity and change, and values.

The course begins by examining what is meant by the term *leadership*. Students share their own perspectives on leadership and learn how their personalities affect their perspectives and behavior. After reviewing the operating logic of five different frameworks used to understand organizational life, students understand the limitations of each and integrate the perspectives into a new leadership paradigm.

The course ends with a reflection upon the difference between transactional and transforming leadership and upon the dynamics of a moral, collaborative leadership. Given satisfactory completion of the course material, the student should:

- Understand a variety of styles of leadership and models of organizations.
- Be able to apply the theories of leadership and the principles of organizational behavior to actual situations.
- Be able to analyze the causes of dysfunctional thinking and behavior in leaders or organizations.
- Be able to formulate a broad, integrative perspective from which to view leadership and organizational behavior.

Required Texts

Block, P. (1987). *The empowered manager.* San Francisco: Jossey-Bass.

Schaef, A. W., & Fassel, D. (1988). *The addictive organization.* San Francisco: Harper & Row.

Yukl, G. A. (1989). *Leadership in organizations.* Englewood Cliffs, NJ: Prentice-Hall.

Additional Readings

Bolman, L. G., & Deal, T. E. (1991). *Reframing organizations: Artistry, choice, and leadership.* San Francisco: Jossey-Bass.

Kanter, R. M. (1983). *The change masters.* New York: Simon and Schuster.

Morgan, G. (1986). *Images of organization.* Newbury Park: Sage.

Shafritz, J. M., & Ott, J. S. (1987). *Classics of organization theory.* Pacific Grove: Brooks/Cole Publishing Company.

Course Requirements

The assessment of each student's work will be based upon the following:

- Class Participation (10%).
  Includes participation in discussions and activities, especially sharing of ideas presented in reflection papers (see below).
- Experience/Reflection Papers (30%).
  Consists of three 3- to 5-page papers, each presenting the student's reflection on an aspect of the assigned reading for a specific class session. The focus of each paper is the subjective experience of the student as he or she answers the following question, with supporting evidence: "Does the theory seem valid when tested by my experience?"
- Theory/Reflection Paper (30%).
  Consists of a 5- to 7-page paper which draws upon the material of the course, additional reading, and personal experience to analyze how organizational relativity may be dealt with through effective leadership.
- Synthesis Paper (30%).
  Consists of a 7- to 10-page paper based upon a student's reflection on his or her leadership and organizational experience throughout the semester, which has been recorded in a journal.

MOL 501: METHODS OF ORGANIZATIONAL RESEARCH

Course Introduction

This course has three components. The first consists of lectures and readings to give students an overview concerning the main topics and issues in research methods. The other components are designed to expand students' understanding of these topics by actually involving them in the research process.

The first component will be covered in the first seven weeks of class. Topics covered in these lectures will include key concepts and terms, strategies for conducting library search, the scientific method as it applies to the study of humans, values and ethics in research, the construction of hypotheses and the logic of operationalization, sampling methods, validity, and reliability. The purpose of this component is to insure that students have enough knowledge to begin participating in the research activities that make up the bulk of this course.

The second component is experiential in nature. The goal of this component is to give students experience actually collecting data, analyzing it, and writing a research report. To save time, students will work in groups and will divide the various tasks among the members. Students will be able to work during class time on this project.

The third component of the course is the design of an original research project. The goal of this component is to give the student experience setting up a research project that could be conducted for credit as a project in Group Behavior (MOL 671) or as a project in Organizational Leadership (MOL 670). If a student decides to complete the work for credit as MOL 671 or MOL 670, all the student will need to do is collect the data, analyze it, and write a final report. If a student does not want to complete the research, the review of the literature can be used as a basis for one of the readings courses (MOL 660: Readings in Social Systems, or MOL 661: Readings in Human Behavior). This component will involve preparation of four products: a research proposal, a draft of the research design, a final version of the design, and an oral presentation describing the student's proposed project. Since each student's project will be different, only very general help can be given in class. Therefore, students should expect to meet with the professor outside of class from time to time to discuss his/her project.

Course Text

Judd, C. M., Smith, E. R., & Kidder, L. H. (1991). *Research methods in social relations* (5th ed.).

Course Requirements

Midterm Exam	30%
Group Project	20%
Individual Research Project:	
• Proposal	10%
• Draft of Design	20%
• Design	20%

MOL 502: LEADERSHIP AND IMAGINATION

Course Content

Leadership and Imagination is a course designed to explore the interrelationship between the qualities and functions of leadership and the attributes and methods of imagination. Through a range of readings, activities, and projects, students should come to a better understanding of what imagination is, how it can be used effectively to solve problems, and how to develop it in themselves and others to better serve in leadership capacities. By the conclusion of the course, students should be able to experience the world differently, understand a variety of ways to approach a problem, and use imaginative problem-solving and decision-making techniques.

Course Texts

Freud, S. *Civilization and its discontents.*
Ibsen, H. *Peer Gynt.*
Koestler, A. *The act of creation.*
Larson, G. *The prehistory of the far side.*
Shakespeare, W. *King Lear.*

Course Requirements

Text Readings and Participation (25%)
Students will be expected to read and discuss in class several texts relevant to the course content. Participation is important; students are expected to contribute constructively. Many of the activities of this course might seem odd and challenge a student's sense of what a formal, graduate-level course should contain. Students should try to "roll with it." The results will be more imaginative problem solving.

Journal Entries (25%)
Students will be expected to maintain a daily journal in which they note, briefly or in depth, a new idea they have each day. Any idea, mundane or prophetic, is noteworthy. Any comment—long/short, enlightened/confused, good/bad, ecstatic/depressed, and so forth—is acceptable, just as long as one reflects on the new idea. The end product will be a record of approximately 30 new ideas. These reflections should be kept in a notebook or may be written on loose sheets and stapled together. The journals will be collected during the final week. Again, any idea is acceptable, so long as one reflects on one's thoughts.

Secret Longing (25%)
Students are asked to do something they've never done before but always secretly wanted to do. For example, read a book for pure enjoyment, go camping, take a walk one has never before journeyed, visit a museum, talk to a stranger, go to a play, listen to music which one typically avoids—anything at all, so long as it's an experience one has never had the opportunity to do before. It is hoped students will have fun with this. Then, describe the experience to the rest of the class—what one did, discovered, sensed, felt, and so forth—during the fifth week of the course. Again, this should be an experience one has for no other reason than that one wants to have it.

Final Project (25%)
Students will be expected to work on a project in depth and present it during the final week of class. Project choices are as follows:

- Research and write up the salient characteristics of an imaginative leader in some area of interest.
- Take a problem one is facing now in either one's personal or professional life and develop the means to understand and creatively resolve it.
- Do something totally outside one's field of experience but within one's area of interest.
- Create an annotated bibliography on imagination and leadership.
- Establish a system in one's professional life for incorporating a more imaginative approach in the workplace, either for oneself or for others.

MOL 503: ORGANIZATIONAL ETHICS

Course Objectives

- To develop a reflective understanding of morality from the perspective of organizational leadership.
- To review the major issues and themes of ethical theory.
- To relate the exercise of leadership to the development of practical wisdom by way of a sustained consideration of Aristotle's *Nicomachean Ethics*.
- To develop the skills of moral reasoning.
- To consider applications of ethical theory to some of the concrete moral problems that arise in organizational contexts.

Course Requirements

- Class attendance.
- Reading assignments as indicated below.
- Weekly reflection papers, 2-3 pages, on topics to be announced. These will count 75% of the course grade.
- An ethical analysis, 10-12 pages, in the form of a case study (actual or fictionalized), of a moral problem arising within your organizational context. This will count 25% of the course grade.

Course Texts

Aristotle. *Nicomachean ethics.* (1985). (T. Irwin, Trans.). Indianapolis, IN: Hackett.

French, P. A. (Ed.). (1991). *The spectrum of responsibility.* New York: St. Martin's.

Auxiliary readings.

Course Schedule

Session	**Readings**
1	From the auxiliary readings: Jeannot, Ayer, Rawls, Dreyfus and Dreyfus.
2	From the auxiliary readings: Hursthouse. Aristotle, *NE*, Book I, pp. 1-33.
3	From the auxiliary readings: MacIntyre. Aristotle, *NE*, Books II-III, pp. 33-85.
4	Aristotle, *NE*, Books IV-V, pp. 85-147.
5	From the auxiliary readings: Losin. Aristotle, *NE*, Book VI, pp. 148-72.
6	From the auxiliary readings: Jeannot. Aristotle, *NE*, Book VII, pp. 172-207.
7	From the auxiliary readings: Laiserson, Jeannot. Aristotle, *NE*, Book VIII, pp. 207-237.
8	Aristotle, *NE*, Books IX-X, pp. 238-298.
9	From French: Matson, pp. 94ff; Mackie, pp. 123ff; French, pp. 129ff.
10	From French: Feinberg, pp. 148ff; Sartre, pp. 210ff; Taylor, pp. 214ff.
11	From French: Hart, pp. 227ff; Cooper, pp. 255ff; Held, pp. 265ff.
12	From French: Zimmerman, pp. 275ff; French, pp. 290ff; Ladd, pp. 305ff; May, pp. 313ff.
13	Class Forum on Sexual Harassment. Readings will be distributed in advance.

MOL 504: ORGANIZATIONAL COMMUNICATION

Course Objectives

- To better understand how communication systems work within an organization.
- To apply that knowledge as an organizational leader.
- To polish writing and speaking skills.

Course Text

Gibson, J., & Hodgetts, R. *Organizational communication* (2nd ed.).

Course Requirements

- Active participation in class discussions and activities (20%).
- Two papers, 3-4 pages in length (30%).
  - a. The first paper should deal with communication problems and solutions.
  - b. The second paper should describe an organization that enjoys effective communication with an explanation of why the system works.
  - c. I prefer typed papers with the pages stapled together. Save money by not using plastic covers or paper clips.

- Case Study (20%).
  - a. Examine an organization and conduct a communication audit.
  - b. Present findings in an 8- to 12-minute talk in class. A 2- to 3-page outline should be presented to the instructor at the time of the talk.
- Final comprehensive (take-home) exam or a 4- to 6-page research paper. Translate "research" to mean at least three outside sources. (15%).

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Greensboro College

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Four-year Leadership Program

PROGRAM INTRODUCTION

The leadership program at Greensboro College has emerged over the past four years. Programs have been developed to address the needs of students during their four years at the College. Programs are targeted for individual development as well as for the development of campus student leadership. Following are descriptions of current programs.

CLUB AND ORGANIZATION PROGRAMS

Interclub Council

The Interclub Council is composed of presidents or editors of all campus organizations. Every two weeks the members meet to create unity between various campus organizations through ongoing communication and training. Interclub Council is advised by the director of Leadership and Orientation Programs and is led by student cochairpersons. The student cochairs have previous experience as organization officers and are selected to be peer trainers and leaders. Interclub Council organizes a Club Carnival the second week of school with game booths and information tables to encourage students to get involved in campus organizations. Each year after club and organization elections, Interclub Council sponsors a one-day, off-campus retreat for club presidents to receive training from peers and staff and to plan the activities calendar for the next year. At the retreat, presidents receive the *Student Organization Manual* with policies, procedures, and ideas for implementing campus programming. Interclub Council also sponsors a spring awards banquet with awards in the following categories: Best Program Promotion, Best Interclub Council Representative, Outstanding Organization Adviser, Best Social Function, Best Recruiting Strategy, Outstanding Club, Best Educational Program, and Best Community Service Project. Presidents with outstanding attendance who complete programming participation requirements are awarded an Interclub Council jacket.

Adviser Support

Club and organization advisers receive a newsletter called *Adviser Update* twice a year and are invited to fall and spring appreciation receptions. Advisers also receive a copy of the *Student Organization Manual.*

Cocurricular Advising

Incoming students receive structured advising from orientation leaders regarding involvement in campus organizations. Using the *Cocurricular Bulletin*, students complete an interest form designating organizations they would like to know more about. An automatic letter from the organization president is sent to the student. Presidents also receive names of students interested in their group for follow-up.

Student Organization Skills (SOS) Series

Each fall, every club or organization president is encouraged to nominate at least one potential leader in their group to participate in five fall workshops designed to assist club members in attaining skills for leadership positions. The SOS Series is primarily targeted to sophomore and junior students. Topics usually covered are motivation, running effective meetings, communication, team-building and retention of members, and delegation.

Triad Leadership Coalition

Greensboro College joins with other colleges in the Triad region (Greensboro, High Point, and Winston-Salem, North Carolina) to bring local campus leaders together for two annual leadership experiences: a September picnic and networking experience and a January one-day rejuvenation conference.

PERSONAL DEVELOPMENT PROGRAMS

Cocurricular Portfolio

The Cocurricular Portfolio is a way for students to record their involvement in cocurricular activities at the college. The Portfolio is a verified cocurricular transcript which can be used in conjunction with the resumé for job interviews and graduate school applications. When students register for the program, they complete two assessment tools and meet at least once a semester with the director of Leadership and Orientation Programs. The assessment tools are used in helping students set goals for self-improvement and campus/community involvement.

Freshman Connection
Twenty freshmen are selected during scholarship interviews to take part in a leadership retreat for two full days before other students arrive on campus. The students are introduced to leadership opportunities, meet staff resources, and get to know other potential leaders. Two students from the previous year's retreat are trained as counselors for the twenty freshmen. During the two days, students participate in skill-building and team-building workshops and activities.

Emerging Leaders
This program is open to freshmen and is offered in the spring of the freshman year for students who are interested in exploring leadership issues and learning about their own leadership style. Students participate in a series of eight workshops. Topics usually covered are group decision making, preventing leadership burnout, creativity, leading in a multicultural society, self-esteem and self-confidence, ethics, public speaking, and leadership styles.

Leadership Resource Library
The Office of Leadership and Orientation Programs houses icebreaker and group-activity handbooks, simulation and experiential games, and files on leadership topics for student leaders.

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James Madison University

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JMU Leadership Development Program

PROGRAM INTRODUCTION

The James Madison University Leadership Education and Development (LEAD) Center and the Center for Service-Learning (CS-L) provide JMU students with opportunities and experiences that provide knowledge, develop skills, and shape attitudes that will become the foundation for life-long leadership. Through programs such as Emerging Leaders, the Leadership! Series, *Outriggers* Peer Leadership Consultants, and service-learning placements, students are encouraged to examine their own and others' leadership styles as well as to explore their current and future roles as civic leaders. The LEAD Center also serves as both a clearinghouse for leadership information and a resource library for JMU students and staff.

EMERGING LEADERS PROGRAM

This program presents students with discussions regarding issues relevant to leadership. Each semester faculty, staff, and students nominate students who they feel will benefit from the program. The nominees then attend a variety of workshops and training sessions and have the opportunity to interact with JMU's vice presidents and administrators. As students participate in these sessions, they learn to recognize their strengths and face their leadership challenges. After successfully completing the program, students are awarded leadership certificates and may be appointed by the president to serve on university committees.

Program topics include:

The *Myers-Briggs Type Indicator*
Participants learn how the *MBTI* can be applied in organizational and leadership settings. Each participant determines the type which best describes himself or herself and then receives specific information about that type.

Workforce 2000
This seminar presents issues relevant to all student leaders, such as: Do men and women lead differently? How will changing demographics affect life after college? What skills will students need in order to succeed in the 21st century?

Communication: Understanding Each Other
This workshop addresses communication behaviors and expectations. Presenters discuss topics such as gender and cultural differences in communication and the impact that communication has on students' lives.

Student Leadership: A New Look
The *Outriggers* Peer Leadership Consultants and the JMU Miller Fellows present an interactive and creative program about student leadership. Emerging Leaders participate and are challenged as student leaders present a different perspective on the components of leadership.

Bafa Bafa
Bafa Bafa provides participants the chance to observe and interact with a different culture and examine the assumptions and stereotypes that arise.

Project PRIME: Move into Action
This session is based on a prejudice reduction model that helps students confront their own prejudices and learn skills that help them eliminate these prejudices in themselves and others.

THE LEADERSHIP! SERIES

This series is designed to enhance students' understanding of leadership, to challenge students to examine their own and others' leadership styles, and to offer students the opportunity to explore their current and future roles as civic leaders. Seminars are open to all students on a first-come, first-served basis. The 1993 spring semester programs included:

Fundamentals of Leadership

This component focuses on leadership as a field of study and attempts to provide a theoretical background for students making choices about their personal leadership styles.

- *A Season of Service*
  Frequently leaders are defined by their charisma, power, or ability to influence. Now, however, a new model is emerging that presents a broader picture of leadership. Representatives from the Center for Service-Learning discuss servant leadership and students' roles as leaders in society.

- *Thinking about Leadership in a Very Scary World or Yes, There is a Monster Under My Bed, and I'm All Alone*
  This seminar explores views of the future, investigates how students think about their roles in life, examines callings (versus careers), and explores the qualities of leadership that all possess. Participants take part in activities that allow them to explore these ideas and gain insights into personal leadership characteristics.

Personal Issues in Leadership

This component is designed to assist students in determining their leadership strengths and challenges.

- *What's Your Style?*
  This program examines the essential skills of understanding the leadership styles of individuals within a team. Participants are introduced to a framework for understanding the leadership and working styles of themselves and others, perform an assessment of their own style preferences, and view and discuss a video on leadership styles.

- *Are Ethics Situational?*
  Professional ethics and honor codes are one thing, but what about personal ethics? Is it appropriate to have different ethical standards for different situations? This workshop examines situations and dilemmas in light of both personal and professional ethics.

- *Self-Esteem: Being in Balance with Self*
  This interactive workshop focuses on success as it relates to the individual by integrating the physical, mental, emotional, and spiritual parts of the self.

Leadership in Organizations

This component covers the various considerations involved in group work, thereby assisting students in assuming effective leadership and contributor roles in groups.

- *Training in Mediation and Conflict Resolution*
  This workshop presents a conflict resolution model that helps students function more effectively in conflict situations. Students assess their own conflict-management styles, experience the mediation process, and develop their skills in critical listening and problem solving.

- *One for All*
  Clubs, organizations, and informal groups used to depend on the leadership of the president to get things done. Now, however, many groups are realizing that all members of an organization can contribute to the total good, and that leadership will ideally draw upon the various strengths of the members. The JMU *Outriggers*, a group of peer leadership consultants, demonstrate techniques, strategies, and models for effective team-building.

Contemporary Issues

This component offers students the opportunity to explore current issues in leadership.

- *Your Role in Prejudice Reduction*
  This interactive workshop assists participants in identifying the information and misinformation they have learned about other groups, expressing pride in the groups to which they belong, learning how groups other than their own experience mistreatment, and learning the personal impact of specific incidents of discrimination.

- *Valuing Diversity in Leadership*
  Gender, cultural, and personality differences present special challenges as well as special gifts to today's leaders. Seminar participants examine the ways in which people can learn not just to accept, but to expect and to seek difference.

- *Allies, Not Alibis: Building Bridges in a World of Difference*
  Program participants have the opportunity to rediscover their connections to others. Students look at ways to move beyond lip service and truly work together.

- *Bafa Bafa*
  This program is a challenging simulation of cultural difference. Bafa Bafa provides participants the chance to observe and interact with a different culture and to examine the assumptions and stereotypes that arise.

PEER LEADERSHIP CONSULTANTS

Outriggers Peer Leadership Consultants are a team of students who have participated in the Emerging Leaders Program and have received additional training in team-building and prejudice reduction. These students are chosen to be *Outriggers* based on their interest in and commitment to leadership education. The students facilitate team-building, prejudice reduction, and conflict management with peer groups on campus and also provide information to clubs and organizations regarding diversity and gender issues, communication, and student life.

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Kentucky Wesleyan College

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Leadership KWC

PROGRAM PHILOSOPHY

Kentucky Wesleyan College has created a model for leadership development. The liberal-arts curriculum forms the base upon which the whole program rests. This feature represents KWC's conviction that a solid liberal education is fundamental to becoming an effective leader. All KWC students benefit from a core curriculum by studying English, history, science, the fine arts, and other courses that sharpen tools of thought and expression.

At the next level, Wesleyan students may take leadership courses, such as Profiles in Leadership, The American Presidency, Women and Leadership, etc. Students are strongly encouraged to participate in a rich program of co-curricular activities, including seminars and projects to develop leadership skills. At Kentucky Wesleyan, leadership and service go hand-in-hand; to lead is to serve. Students are encouraged to participate in various community service projects.

The Wesleyan curriculum and student-life experience result in increased sensitivity to multicultural concerns and ethical issues. The core curriculum requires at least one course with a multicultural theme, and most faculty offer courses that increase ethical awareness. The preparation illustrated by this model produces graduates who can lead in an effective, humane way.

All Wesleyan students reap benefits from our leadership-development strategy; some students, though, can choose a more concentrated program, focusing more intensely on leadership. These students will be honored at graduation with special leadership citations.

LEADERSHIP CITATION PROGRAM

Program Introduction

Our mission statement begins, "Kentucky Wesleyan College prepares leaders for the 21st century through a coordinated and integrated liberal arts education." Interested students can choose leadership-development options, such as courses with a leadership theme, leadership seminars, community service, and other activities designed to develop leadership potential. In addition to these general opportunities, KWC offers a concentrated leadership program for those students who want to become even more involved in understanding leadership and developing their own potential as leaders. This special track will lead to a citation in leadership that will be presented at graduation. All majors are welcome to apply to this program.

Requirements

Students who are interested in the Leadership Citation Program (LCP) are advised to register for Profiles in Leadership, to enroll in the EMERGE program through the Student Development Office, and to complete the program application. Once the student has been admitted to the LCP, he or she must do the following [illegible] earn the citation:

- Maintain a 2.5 GPA.
- Complete at least two courses with a leadership theme, for example, Profiles in Leadership, Women and Leadership, and Psychology of Leadership.
- Complete one extra course with a multicultural theme, for example, World History, Comparative Economics, Geography, Peoples of the World.
- Complete one course emphasizing ethical awareness, for example, Managing our Miracles, Ethics, Existential Philosophy, Business Ethics.
- Complete at least two of the three workshop series offered by the Student Development Office (EMERGE, LEAD, and SUCCEED).
- Participate for at least three years in one or more campus organizations, including serving in a leadership position for at least one year.
- Perform 30 hours of community service per year.
- Complete a senior thesis or project.

Grant Opportunities

Since the LCP is a time-consuming program and since so many KWC students hold part-time jobs, we offer a limited number of grants to LCP students. The purpose of the grant program is to offer financial assistance to students who might otherwise be unable to participate in the program because of the need to work. Students can apply for a leadership grant through the Student Development Office.

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North Carolina State University

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The Leadership Development Series

PROGRAM INTRODUCTION

Created in response to a growing need for leadership training as an integral part of higher education, the Student Leadership Center at North Carolina State University sponsors programs such as the Leadership Development Series, the Role Model Leaders Forum, and the Looking Glass, Inc.® Management Simulation. Each program offers students the opportunity to explore the nature of leadership and to develop their leadership potential. We recognize that successful leadership is the result of many factors: knowledge, training, life experiences, and commitment to individual and organizational values. The Leadership Development Series, open to all NCSU students, provides students with the knowledge and training they need to compete successfully for leadership roles in their chosen professional or avocational pursuits. We see our role as the first step in a student's lifelong process of growing into an effective leader.

PROGRAM BENEFITS

- The Descriptive Leadership Transcript. Designed to inform employers of a student's commitment and energy spent in leadership training, the Descriptive Leadership Transcript describes each completed module, a student's leadership experiences, and accomplishments at the University.
- An edge in the competitive job market. With the Descriptive Leadership Transcript as a resumé supplement and skills learned within the Leadership Development Series, program participants will have an edge over other students in the job market.
- Increased leadership skills and personal potential. The leadership learning modules provide a solid foundation of fundamentals to help students increase their leadership knowledge and skills.
- Increased self-confidence. By experiencing a variety of leadership learning modules, participants will feel more comfortable with their ability to be effective leaders and can demonstrate that ability with greater confidence.
- An opportunity to interact. Each leadership learning module gives a student the opportunity to interact with dynamic campus and community leaders, providing the student with a memorable and exciting learning experience.
- An opportunity to network. Students are developing leadership skills with other NCSU students, each experiencing the same leadership vitality and excitement.

PROGRAM CONTENT AREAS

Influence/Decision Making
- Power, Influence, and Leadership
- The Leader as a Negotiator
- Effective Leaders Know How to Run a Meeting
- Relationship Between Goal Setting and Effective Leadership
- Role Models and Risk Takers: Blueprints for Successful Leaders

Finance
- On Your Own: Life Skills for Young Adults

Planning/Organizing
- In Control: Managing Priorities for Success
- How to Get Things Done: The Essence of Leadership
- From Bosses' Wishes to Doing Dishes: Strategies for Balancing Career and Family

Creativity
- The Creative Leader: Whacked, Kicked, Poked, and Laughing Out Loud

Communication
- Put It In Writing
- Communication Styles
- Effective Leadership Through Assertive Communication
- Leadership and Public Speaking

Group Dynamics
- Using Mediations for Conflict Resolution
- Human Relations: Working with People

- Leader as Coach: Building Your Team and Supporting It Too
- Leadership and Motivation
- How to Handle Difficult People

Interviewing/Professional Image

- Professional Presence
- The Leader as an Effective Interviewer
- Image, Self-projection, and Powerful Leadership Skills for Women

Personal Development

- High Self-esteem: The Leadership Power Source
- Leadership and Your Personality Type
- Attitude: The Leader's Most Priceless Possession
- Scruples: Do You Have Any?
- Positive Expectations: The Leader's Advantage
- Understanding Stress for Peak Leadership Performance
- Taking Charge: The Magic of Personal Leadership
- Leadership and Civic Responsibility

Diversity/Multiculturalism

- Taking Leadership in Facing Differences
- Self-empowerment Through Self-knowledge: Leadership Basics for African-Americans
- Leadership Strategies for African-Americans
- Effective Cross-cultural Communication for Leaders

Humor

- Funny Business: Putting Humor to Work

Leadership Strategies

- How To Be An Effective Leader
- Effective Personnel Management the "One-Minute Manager" Way
- Smooth Sailing in Uncharted Waters: Success in Your First Job
- Get the Led Out: The Missing Side of Leadership
- Becoming Leaders of the Pack for the Year 2000
- Role Model Leaders Forum

Customer Service/Quality

- Legendary Service: Going Beyond the Expectations

Workplace Environment

- Leadership: The Challenge of Handling Alcohol and Other Drug Abuse in the Workplace
- Leadership in Organizational Life: What's the Climate Out There?
- Looking Glass, Inc.® Management Simulation

Outdoor Adventures

- Physical Challenge Ropes Course
- Leadership Reaction Course

SAMPLE WORKSHOP CONTENT

The Leader as Negotiator

- What to know in advance about who you are dealing with.
- How to create a climate of looking for a solution instead of looking for a fight.
- Why you should always listen first, then talk.
- How to use questions as your best negotiating tools.
- How to be convincing without being intimidating.
- What to do to break an impasse and keep things moving.

Human Relations: Working with People

- Content (facts of the message) and Ego (the feelings behind the facts). Listening and responding to the whole person.
- Building rapport. Building positive working relationships.
- Power and visibility. Looking like, acting like, and "coming on" like the leader you are.
- Selling your ideas. Using other people's self-interest to sell them your ideas.
- Conflict and criticism. What to do when someone tries to put you down.

From Bosses' Wishes to Doing Dishes: Strategies for Balancing Career and Family

- Some myths and realities of balancing career and family.
- The need for careful planning and three initial steps you must take to achieve success at home and in your career.
- The truth about nontraditional careers for women and men, current workforce trends, and the pros and cons of when to start a family.
- The three critical elements in the formula for happiness in life.
- How to begin setting some goals and priorities for career, home, and personal/recreation time and creative ways to improve your balance.

Effective Cross-cultural Strategies for Leaders

- Perception. Exploring perceptions that lead to miscommunication in cross-cultural interactions. How can you interpret perceptions more accurately to achieve better communication?
- Culture. What defines your own culture? How is your culture influenced by others? What are the range of factors that shape (any) culture? How do other cultures contrast with one another?
- Communication. What are examples of culture-specific communication characteristics to aid us in interaction with others? How might we, through verbal and nonverbal behaviors (eye contact, posture, voice inflection, etc.), communicate very different messages based upon those with whom we are interacting?
- Resources. To whom can we look for culture-specific information? What kinds of activities and organizations exist on and off campus that offer opportunities for

increasing our cross-cultural awareness and communication skills?
- Skills. To implement effective strategies for leadership and management in a multicultural setting. To gain a deeper understanding of the diversity of our societal fabric and how to utilize this diversity to your greatest advantage as a leader and manager of an organization.

Scruples: Do You Have Any?
- What's the difference between values, ethics, and morals?
- What are my leadership values?
- How do my values affect my decisions in ethical situations?
- How do I react in a situation where my scruples are challenged?
- Ethical situation check questions.
- The five principles of ethical power.
- The external forces influencing ethical/unethical behavior.

Self-empowerment through Self-knowledge: Leadership Basics for African-Americans
- Power. What is it? What are the various types and how are they used?
- Self-knowledge. What you don't study in school about Africa and African-Americans and why.
- Self-empowerment. How racism and individual traits operate in hindering and denying it.
- Afrocentricity. What it is and what it isn't.
- Success vs. survival. What is the difference and what choices in life advances/hinders each?

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Southern Illinois University

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The Student Leadership Development Program

PROGRAM INTRODUCTION

The Student Leadership Development Program is about building leadership potential. The program entails strengthening skills that help students focus on personal and career goals and serve effectively as informed citizens and community leaders.

First offered in January 1988, the program provides a wide variety of opportunities that complement students' classroom experiences. Two components of the program—University and Community Service and Active Citizenship—focus on civic awareness and appreciation for the intrinsic benefits of contributing to the world. The third component, the Leadership Modules, acquaints students with business and community leaders, faculty, staff, alumni, and students who share information about leadership on campus and in the community. In order to complete the program, students complete two of the three components.

All enrolled SIU students may participate in the program regardless of academic major or class standing. There are no admission requirements or fees. The students design a plan for involvement according to individual interests and complete the program at their own pace.

PROGRAM BENEFITS

Graduates of the program have benefitted from:
- Increased self-confidence.
- A clearer understanding of issues facing today's leaders.
- Valuable contacts with peers, faculty, staff, and leaders in government, business, and service agencies.
- Recognition for skills and service.
- Enhanced employment and promotional potential.
- New insight into their own potential to improve the lives of others.

PROGRAM DESCRIPTION

University and Community Service
The service component of the leadership program focuses on leadership experience available through nonpaid service to the University or community. Attendance at two modules is required in addition to service hours. Students may volunteer for student organizations, campus advisory boards and committees, academic clubs, and a variety of University events to gain service credit. Off-campus experiences are also available at service sites in Metro East and St. Louis.

Active Citizenship
The citizenship component offers students the opportunity to enhance their understanding of law, democracy, the judicial system, or public policy development. Participants are required to complete three modules and a civic awareness experience which includes an individually designed observation, proposal, and project. The experience reflects the student's primary area of interest and is designed and completed with the assistance of a mentor.

Leadership Modules
The leadership program offers 36 interactive sessions called

"modules," which cover important aspects of leadership, citizenship, and service. Each is presented by an outstanding faculty member, staff member, student, alumnus, or community leader who is uniquely qualified to speak on the topic.

The modules are designed to provide students with opportunities for self-assessment, skill building, and group interaction. They are offered fall, winter, and spring quarters for two hours on Tuesday afternoon and Tuesday evening.

Students who elect to complete this component of the leadership program attend 20 modules—the 10 core presentations and 10 electives.

The Mentor Opportunity

Students may choose to interact with a faculty, staff, or community mentor who serves as an informal advisor and guide. A mentor is required for participation in the Active Citizenship component. Otherwise, the relationship is optional. Students are matched with mentors on the basis of mutual interest, either career or personal.

Student Leadership Development Transcript

A transcript is developed for participants who successfully complete at least two components of the program. Designed to accompany a student's resumé, the transcript provides certification of citizenship experiences and service. It also documents module involvement.

COMPONENT ONE: UNIVERSITY AND COMMUNITY SERVICE

Component Overview

The University and Community Service component gives the student the opportunity to apply leadership skills in a volunteer capacity. Component requirements include participation in two leadership modules and completion of 36 service hours—10 of which must be served in an agency external to the university.

Modules

The student is required to participate in leadership module #3, Community Service: Opportunities and Responsibilities. An elective module must also be completed. While Module #18, Human Relations, is suggested, any module may be selected. Module completion prior to service is advised.

Service

University and Community Service is undertaken on a nonpaid, nonacademic-credit basis. University service may include activities completed through elective office, committee assignments that are appointed or elective, or service to student organizations or honorary academic organizations. Community service includes volunteer opportunities at a broad range of service sites. The program coordinator facilitates the match of placement requests with interests, skills, and qualifications. The coordinator decides if program credit may be given for service hours completed while a student was enrolled in the University but had not yet enrolled in the program. The coordinator may also approve additions to the published agency listing.

In order to receive credit toward the leadership transcript, the student must verify service hours and complete a form detailing duties performed and skills acquired. An explanation of the service experience in relation to the student's goals is also to be provided on the form, as is an assessment of the service as a learning opportunity.

The student should consider professional objectives and interests in depth when selecting service sites. The program coordinator can assist in planning university and community service commitments and should be consulted early.

COMPONENT TWO: ACTIVE CITIZENSHIP

Component Overview

Active Citizenship offers the student participatory experience in the areas of law, public policy, the judicial system, and the democratic process. Students interested in this component are required to complete three modules and a civic-awareness experience which includes an observation, a proposal, and a project. The experience is designed, completed, and verified with the assistance of the student's mentor.

Modules

Students are required to complete Modules #2, Understanding Freedom and Democracy, and #6, Civic Responsibility. An elective must also be selected from Modules #16, Major Influences in the Political Process, #24, International Affairs: What a Leader Needs to Know, and #27, Law and Its Impact on Society.

Observation

The observation allows students to gather information about their primary area of interest within the citizenship component. A total of 10 hours of observation is required. These hours may include attending seminars on public-policy issues, city council meetings, political debates, or courtroom sessions. They may also include interviews with government officials, lawyers, or judges. The observation serves as the foundation for the proposal and project. Completion of this activity is documented on an Observation Form and verified by the mentor.

Proposal

The citizenship proposal is completed prior to undertaking the project. The proposal outlines project specifics, including anticipated goals and outcomes. It is also designed, completed, and verified with the assistance of the mentor.

Project

The citizenship project allows students to gain experience in their areas of interest. The project requires a 25-hour commitment that is also monitored and verified by the mentor. Projects which may be considered include, but are not limited to, organization of a voter registration drive, assistance in a political campaign, advocacy activity for a public policy issue, or research for judicial proceedings.

COMPONENT THREE: LEADERSHIP MODULES

The leadership modules are two-hour interactive sessions that cover leadership, citizenship, and service topics. Presenters include university faculty, staff, students, and community leaders. A complete listing of module dates, times, locations, and presenters is available prior to the beginning of each quarter.

Specific modules are required for each component of the program. The following guidelines apply:

Modules Component
- #1-10, Mandatory
- #11-36, Elective (Select 10)
- Total required: 20

Citizenship Component
- #2, #6, Mandatory
- #16, #24, #27, Elective (Select 1)
- Total required: 3

Service Component
- #1, Mandatory
- Elective (Select 1, #18 is recommended)
- Total required: 2

MODULE LIST

Module	Title
1	Leadership Characteristics: You Are a Leader Introduction to the Student Leadership Development Program
2	Understanding Freedom and Democracy
3	Community Service: Opportunities and Responsibilities
4	Effective Communication
5	Group Process
6	Civic Responsibility
7	Conflict Resolution: Negotiating Differences
8	Personal Motivation
9	Cross-Cultural Awareness
10	Ethics and Leadership
11	Role Models and Risk Takers: Blueprints for Successful Leaders Introduction to the Student Leadership Development Program
12	How to Get Things Done: Time Management
13	Setting Goals for Effective Leadership
14	Leadership Through Assertion
15	Effective Meetings
16	Major Influences in the Political Process
17	Managing Stress
18	Human Relations
19	Delegating Responsibility Effectively
20	Effective Decision Making
21	Community Change: What a Leader Needs to Know
22	Developing Self-esteem
23	Leadership and Public Speaking
24	International Affairs: What a Leader Needs to Know
25	Leading Your Peers
26	Motivating Others
27	Law and Its Impact on Society
28	Understanding the Organizational Climate
29	Analyzing Public Perception
30	Leadership Challenges for Women

31 The Leader as an Effective Interviewer

32 The Art of Listening

33 Leadership Opportunities on Campus

34 Image and Etiquette

35 Assess Your Leadership Skills

36 Leadership Challenges for Minorities

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Stanford University

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Student Development and Leadership Through Service

PROGRAM INTRODUCTION

Involvement in public and community service is one of Stanford University's priorities for undergraduate education. Established in 1985, the Haas Center for Public Service represents Stanford's institutional commitment to education for civic responsibility. By engaging students in the widest variety of service activities—through hands-on action, policy research, or community problem solving—the Center enriches their education and inspires them to commit their lives to improving society.

Through the Haas Center, more the 3,000 students annually join staff, faculty, policy makers, and community members in local, national, and international voluntary efforts. The center is home to varied student service organizations and University programs, among them a Public Service Opportunities Clearinghouse, the Stanford Volunteer Network, the Community Service Writing Project, the Ravenswood Stanford Tutoring Project, the East Palo Alto Stanford Summer Academy, and Upward Bound. Through the center's "study-service connections" initiative, staff work with faculty and students to connect service and study across the curriculum in 40 different courses. In addition, the center serves as the campus base for Stanford in Washington, an intensive academic program in the nation's capital. The center administers public-service fellowship programs and sponsors the annual "You Can Make a Difference" conference, which brings nationally known speakers to campus to address policy issues such as world hunger, the environment, university-community relationship , and public health.

PROGRAM FOCUS

Leadership development is an activity that is built upon and integrated into existing programs and student service organizations within the Haas Center. Opportunities for training and reflection are built into most of the programs in the center to encourage all participants to actively learn from their experiences, to develop skills, and to enhance their understanding of community issues and policies. Likewise, most of the center's programs include opportunities for students to enhance their skills and utilize their experience in leadership and peer mentor roles—e.g., as tutor coordinators, peer advisors, project chairs—either within the same project/program or across programs. Through various study-service connections students are offered opportunities to link their service experience with their academic pursuits, enhancing both.

STUDENT INVOLVEMENT

A distinguishing characteristic of the Haas Center is its emphasis on student participation in the direction and management of the center. For example, under the guidance of permanent staff, students organize summer fellowship selection processes, staff the Public Service Opportunities Clearinghouse as peer advisors, coordinate tutoring at local elementary schools, organize the "You Can Make a Difference" conference, and edit and publish the center's newsletter. In addition, the center serves as home and support base for numerous affiliated service organizations (e.g., Stanford in Government, Stanford Volunteer Network, Stanford International Development Organization), which are initiated and managed by students. A Student Advisory Board, made up of representatives of all student groups, helps evaluate and set policies that govern center operations.

Within the center there are over 75 students who occupy formal leadership positions in the various programs and organizations. These students attend a Haas Center orientation at the beginning of the fall quarter, which is designed to build a sense of community among the groups in the center, as well as to orient student leaders to the policies, procedures, and logistics of the center. Later in the fall, these student leaders attend an off-site retreat with Haas Center staff. The retreat focuses on more substantive issues such as multiculturalism, center goals, or ways groups within the center can work together on joint projects. During the year, occasional workshops or training opportunities are available to these students (e.g., in 1993 we offered a workshop on Servant-Leadership, and one in which student leaders got feedback on their leadership practices using the Leadership Practices Inventory).

PROGRAM STAFFING

Each group or program in the center has at least one staff advisor. All staff members, including clerical and administrative staff, serve as advisors. Advisors meet with the student leaders of their program or project at least three times a year. At the beginning of the school year advisors help the students set goals and identify the support and assistance they need. In January, student leaders go through a mid-year reflection process to assess progress towards their goals and to set or revise goals for the remainder of the year. In late May, advisors help the students reflect on the year's learnings and accomplishments and plan for a transition in leadership (as appropriate) for the next academic year. In some of the student organizations this structure is also followed, with student directors carrying out the reflection and goal-setting processes with their assistant directors. The staff advising process is still evolving but already shows great promise in terms of offering more consistent support and mentoring for student leaders and providing continuity for the organizations from one year to the next.

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Trinity College of Vermont

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Leadership Education Program

PROGRAM DESCRIPTION

The Leadership Education Program at Trinity is coordinated out of the Dean of Students Office. The program offers structured experiences and training in leadership for selected student leaders as well as opportunities to nurture the interests and skills of potential leaders. The program is inclusive in that it seeks to involve all students in campus leadership opportunities. Students are actively encouraged to participate from the time they arrive on campus through structured leadership activities that are part of the orientation program.

The program draws on student-development theory, which indicates that successful leadership programs address developmental issues such as self-esteem, relationships, and career identity. It enhances the educational experience of students through opportunities to develop bonds, practice skills learned in their academic experiences, and participate closely in the daily life of the institution. Specifically, Trinity's program assists students with learning to act from a strong self-concept, learning to actively commit to the values of justice and respect for all persons, to develop their voice, and to recognize uniquely female leadership qualities which emphasize the values of inclusion, responsibility, and connection. Trinity is a woman's college.

PROGRAM COMPONENTS

Student Organizations
The most common way that students select leadership roles at Trinity is through participation and growth in student organizations. Early in the fall semester, all student organizations cosponsor a Leadership Fair, which seeks to encourage new freshmen to sign up for participation. Some of the organizations also sponsor retreats for members; these retreats combine personal/leadership development programming with strategic planning and social time.

Leadership Training Week
Selected student leaders, particularly those who are resident assistants, sophomore academic advisors, Student Association senators, and officers of project G.I.V.E. (Trinity's student-run community service organization), are required to participate in a week-long training program just prior to fall orientation. Students participate in team-building exercises; workshops on a variety of topics, including motivating and communicating with others, leadership style, and student development theory; topical workshops according to their campus leadership roles; and group meetings to plan programs for the upcoming semester. The week culminates in the arrival of new students for orientation, and the student leaders play a very active role in this three-day event. Leadership training continues throughout the year with regular staff-development workshops for these students.

PLEN (Public Leadership Education Network)
Trinity is a member institution of PLEN and sends students several times annually to participate in PLEN workshops and conferences in Washington, DC. Currently, Trinity sponsors students for these programs by paying up to 80%

of travel and costs. Students are selected through a competitive application process.

Community Service Learning
Special to the Leadership Education Program at Trinity is the close association with the campus Office of Community Service Learning. Over one-third of the student body participates annually in voluntary community service, and many of these students take on leadership roles to organize events such as Into the Streets, Hunger Cleanup, and Alternative Spring Break. Participation in service learning at Trinity integrates a reflection component in which students have the opportunity to learn about how leadership can affect community and national change.

Alumnae and Community Leaders Program
This new element of the Leadership Education Program is in the first phases of development. Alumnae and community leaders will be invited to campus on a more frequent and formal basis to meet with and present to current students. This program will also involve nontraditional students who are community leaders.

Leaders Leading
This project is for students who have completed roles as leaders in formal student organizations such as former student senators and former resident assistants. These students, who are highly skilled and competent, are tapped to help train new student leaders and plan leadership opportunities, such as student leadership conferences, which may be occurring on campus. Such students are also encouraged to present at state and regional student leadership conferences.

Project Recognition
This is a monthly recognition of student leaders who have displayed impressive leadership or have been responsible for a special program.

Other Features of the Leadership Education Program
This program is voluntary and noncredit. The Student Association offers limited funding for students who wish to attend leadership conferences. Trinity is currently developing a web-like advising program for leaders, in which multiple advisors serve multiple groups according to their area of expertise such as budgeting or programming. The college is considering the development of activities transcripts.

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United States Military Academy

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Cadet Leadership Development System

PROGRAM DESCRIPTION

The Cadet Leadership Development System (CLDS) is not so much a program, per se, as it is an organizing framework for all activities that comprise the four-year West Point Experience through which the Academy strives to fulfill its purpose of providing the nation with leaders of character who serve the common defense.

Design of the West Point Experience flows from the premise that leaders are most effective when they are morally sound, broadly educated, competent in the tasks of the context in which they work, and physically prepared for the demands of leading. Hence, progress on the journey is marked and measured along three distinct but intertwined developmental roads: intellectual, military, and physical. Moral/ethical development is emphasized along each of these paths that constitute required travel for every cadet. Development of these key dimensions is realized by requiring cadets to negotiate a progressive sequence of challenging leadership experiences. CLDS broadly describes these requirements for each phase of cadet development.

The West Point Experience occurs within an environment that promotes development. Cadets are immersed in this environment throughout their four years at the USMA. Key characteristics include the presence of role models; opportunities to learn, to practice, and to receive feedback; and access to support. The most direct support to leaders under challenge is concurrent, relevant coursework in leadership knowledge and skills. This creates an interplay between reflection and action—learning the science of leadership in the classroom while learning the art of leadership outside the classroom.

Three distinct but intertwined developmental programs, rooted in a foundation of moral/ethical development and executed amidst a functionally supportive environment, thus comprise the basis for design of the West Point Experience. Formulation of the CLDS derives from the need for a formal, integrating structure around which to organize activities of this unique developmental experience.

As indicated, the Cadet Leadership Development System constitutes the organizing framework from which constituent developmental programs (academic, military, and physical) derive and are designed. Toward this end, the CLDS accomplishes the following critical functions:

- Establishes West Point's philosophic approach to leadership and leader development.
- Delineates the purpose, goals, developmental concepts, significant events, and responsibilities that correspond to each of the four years of the West Point Experience.
- Operationalizes the twelve leader dimensions against which cadet performance is evaluated in activities pursuant to completion of academic, military, and physical program activities.
- Prescribes the principles of leader-subordinate relationships as the standard for all personnel (students, teachers, and staff alike) assigned to the United States Military Academy.

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United States Military Academy

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Dwight David Eisenhower Program of Graduate Studies in Leader Development and the current USMA Tactical Officer Education Program

PROGRAM DESCRIPTION

The United States Military Academy Tactical Officer Education Program (formerly the Dwight D. Eisenhower Program of Graduate Studies in Leader Development) is a post-graduate academic program designed to prepare Army officers for service as company tactical officers, the primary leader developers for the United States Corps of Cadets. It is a joint program between USMA and Long Island University which results in the granting of a Master of Science degree in Counseling and Leader Development from the Long Island University School of Education. It is taught and administered jointly by the faculties and staffs of both Long Island University and the U.S. Military Academy. The Department of Counseling at LIU and the Department of Behavioral Sciences and Leadership at USMA are the primary participants.

The graduate students come from all Army sources of commissioning and from many different branches of the Army. Although selected by the Commandant of Cadets based on military and academic criteria, the students must also meet the admission requirements of Long Island University. Potential students must have outstanding records of military service that show a high potential for leadership and command at higher levels of the Army. They must also show academic potential based on the Graduate Record Examination and their undergraduate record.

The curriculum for the Eisenhower Program and the current USMA Tactical Officer Education Program was developed based on a needs assessment and a job analysis of the role of the company tactical officer at the Military Academy. The company tactical officer is the person most centrally involved in cadet leader development. Tactical officers help integrate the cadets' experience at the Military Academy from all of the Academy developmental programs including intellectual, military, physical, and moral/ethical. They are responsible for establishing an environment consistent with both Academy developmental goals and individual cadet development. The Long Island University School of Education, working closely with USMA, has designed a curriculum within its counseling and development program to meet many of the same educational objectives previously established by the Eisenhower Program. In addition, courses taught by the USMA faculty will help close the gap between educational objectives of the new LIU program and those previously determined by the Eisenhower Program needs assessment. Both institutions contribute to a sound graduate education program for the company tactical officers.

The curriculum is multidisciplinary, drawing on behavioral sciences, counseling—both individual and group, organizational sociology, and history. The goal remains to provide a superior educational foundation for tactical officers, enabling them to develop individual cadets to be leaders of character, and to create a culture in the cadet organization that fosters individual development.

THE ACADEMIC PROGRAM

Long Island University offers at West Point a one-year program of study which includes ten graduate-level courses (32 credit hours including a research project) as follows:

Summer	Research Methods.
Fall (A)	Behavior Dynamics. Theories of Counseling and Psychotherapy.

Fall (B)	Individual Counseling Lab.
	Education Tests and Measurements.
Spring (A)	Group Dynamics.
	Ethical and Legal Issues.
	Research Project.
Spring (B)	Group Counseling Lab.
	Research Project.

Graduate students are able to ground their studies in the "living leadership laboratory" of the United States Corps of Cadets.

The USMA Tactical Officer Orientation Program, the USMA component of the Tactical Officer Education Program (12 hours of transfer graduate credit), consists of the following:

Summer	Foundations of Military Leadership (Two-week Introduction).
Fall	Organizational Socialization and Culture.
	College Student and Leader Development.
	The American Military Experience and the United States Military Academy.
Spring	Leadership Theory and Development.
	Systems Leadership: Organization Theory and Change.

These courses are the synthesis of the Eisenhower Program curriculum and serve as a bridge between the USMA Tactical Officer Education Program and the Dwight D. Eisenhower Program of Graduate Studies in Leader Development.

In addition, USMA Tactical Officer Education Program graduates will participate in a leader-development practicum during their first year as a company tactical officer. Participants include USMA faculty and regimental tactical officers. The practicum focuses on the translation of theory into practice and is designed to continue the company tactical officer's development as an informed, reflective practitioner.

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University of Colorado–Boulder

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President's Leadership Class Curriculum

PROGRAM MISSION

This program's mission is to identify and nurture leadership ability with a commitment to business and community development in Colorado.

PROGRAM RATIONALE

The President's Leadership Class Curriculum (PRLC) is centered on eight themes or skills which individuals must have to be effective leaders in the coming years. These themes were developed into a vision statement through the participation of university faculty, students, program alumni and staff, and trustees who represent the business community.

In summary, the vision statement's eight themes/skills are:
- Inspiring a shared vision.
- Empowering others.
- Service to the broader good.
- Openmindedness.
- Balancing reason and intuition.
- Bias towards action.
- Recognizing and working with interconnectedness.
- Compassion, ethics, and congruence (leading by example).

CURRENT COURSE OFFERINGS

The PRLC consists of four courses which are carefully woven together into an integrated two-year curriculum. At its core, PRLC courses focus on leadership development and on inspiring a lifelong commitment to community service through the exploration of business and public policy-related issues.

The courses are offered to 60 selected entering first-year and 60 sophomore students who are enrolled in the Colleges of Arts & Sciences, Business and Administration, or Engineering.

The university's course catalog description for each of the courses is as follows:

PRLC 1810-3: Ethical Leadership
In this foundation course, students are introduced to fundamental principles of leadership and ethics. Special emphasis is given to the application of the principles for self-development and organization effectiveness.

PRLC 1820-3: Community Issues in Leadership
This course explores major community issues such as drug abuse, poverty, decline of infrastructure, care of the aged, etc. Particular attention is given to the development of effective leadership responses to community difficulties which occur at university, city, state, and national levels.

PRLC 2810-3: Global Issues in Leadership
This course examines the challenges to leadership posed by global issues. Issues in the areas of human rights, hunger, disease, large-scale collective violence, and environmental deterioration are explored with a special emphasis on effective, long-term leadership strategies.

PRLC 2820-3: Multi-level Issues in Leadership
Multi-level issues that originate in organizational settings but carry community and global implications are studied. Students are encouraged to explore the complexity and interrelatedness of issues with a special emphasis on leadership and ethical implications.

Spread over the two-year curriculum are 15 different types of classroom and experiential activities (both on- and off-campus). A typical semester includes:

- A weekly 90-minute lecture/discussion by a faculty member or guest lecturer who is considered an expert on that week's topic.
- A weekly two-hour 10-student recitation facilitated by a trained University junior or senior who has completed the PRLC curriculum. Recitations are grounded in a core set of assigned readings.
- A two- to three-day off-campus seminar. Students meet with more than 12 stakeholders for a program centered on a specific issue such as economic development, agriculture, or inner-city development.
- A recitation group or individual learning contract exercise in which students are challenged to design their own learning experience around a specific goal.

PRLC 1810: LEADERSHIP AND ETHICS

Course Texts

Covey, S. R. (1989). *The seven habits of highly effective people.* New York: Simon & Schuster (Fireside).

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development.* Cambridge: Harvard University Press.

Rachels, J. (1986). *The elements of moral philosophy.* New York: Random House.

Clemens, J. K., & Mayer, D. F. (1987). *The classic touch: Lessons in leadership from Homer to Hemingway.* Homewood, IL: Business One.

PLC Packet of Readings (on reserve.)

Course Outline

Week **Topic/Assignment**

Leadership

1 Introduction to the Course: The Leadership Challenge in Modern America.
Tuesday Night Lecture: The President of the University.

Readings:
Bennis, W. The dreamless society.
Gardner, J. Leadership in these United States [and] Responsibility networks.

2 Leadership Styles.

Begin discussion and preparation for the Group Community Service Project.
Readings:
Terry, R. (1990). A taxonomy of leadership styles [and] What leaders really do. *The Harvard Business Review.*
Plato. The philosopher-manager—Harmonizing the individual and the organization. In Clemens & Mayer (C & M), pp. 37-50.

3 Paradigms and Principles: Establishing a Foundation for Effective Leadership.

Readings:
Covey. A principle-centered leadership style, pp. 13-45, 321-329 (Appendix A).
Covey. The maturity continuum, leadership effectiveness defined, pp. 46-62.
Unprincipled leadership: Machiavelli prince of power. In C & M, pp. 97-106.

4 Types of Leadership Problems—Participative Leadership.

Readings:
Heifetz, R. A., & Sinder, R. M. Political leadership: Managing the public's problem solving. In R. B. Reich (Ed.), *The power of public ideas.*

Use Case Study "John Stuart Mill Participative Leadership." In C & M, pp. 149-158.

5 The Need for Vision in Leadership.

Readings:
Covey. Begin with the end in mind, pp. 95-144.
Pericles father of corporate culture. In C & M, pp. 51-56.
Hitler, A. Selection from *Mein Kampf*. In B. Kellerman (Ed.), *Political leadership: A sourcebook* (pp. 438-444).
King, M. L., Jr. I have a dream.

6 Gender and Leadership.

Readings:
Rosner, J. B. (1990). Ways women lead. *The Harvard Business Review*.
Women in Colorado politics. From A. Ehrenhalt, *United States ambition.*

7 Paradigms of Interdependence and Principles of Interpersonal Leadership.

Readings:
Covey. Think win/win, pp. 185-234.
Ernest Hemingway authority versus influence. In C & M, pp. 187-194.
The coalition game: The heart of governing. In H. Smith, *The power game.*

8 Principles of Personal Leadership.

Readings:
Covey. Be proactive, pp. 66-94.
Gandhi, M. K. Satyagraha, pp. 449-454.

9 Leadership in Action: A Literary Treatment of a Leadership Problem.

Reading:
Gaines, E. The sky is gray.

10 First Essay Due.
A written response to a case study using the student's concepts of leadership (8-12 pages). Brief oral presentations of the conclusions drawn in the essays, with discussion.

Ethics

11 Morality as a Challenge to Leadership.

Readings:
Rachels. What is morality? [and] The challenge of cultural relativism, pp. 1-24.
Moral leadership in the case of Baby Jane Doe.

12 Leadership and the Search for Moral Rules.

Readings:
Rachels. Are there absolute moral rules? Kant and the categorical imperative [and] Kant and respect for person, pp. 104-124.

13 Leadership and the Idea of a Social Contract.

Readings:
Rachels. The social contract [and] The problem of civil disobedience, pp. 125-138.
King, M. L., Jr. Letter from the Birmingham jail.

14 A Gendered View of Leadership and Ethics.

Reading:
Gilligan, C. *In a different voice.*

15 Principles of Creative Cooperation.

Readings:
Covey. Synergize, pp. 261-284.
Burns, J. M. The difference between power wielders and leaders, pp. 287-299.

16 Oral Presentations.
Approximately 15 minutes each, explaining the conclusions reached in the final essay on ethics.

17 Final Examination Period.
Convocation of class for purposes of summary and integration. The remaining oral presentations will be given at this time. Final essay on ethics, based on a case study and utilizing the student's own personally developed Code of Ethics, will be turned in at this time.

Additional Program Activities for the Semester
- Orientation Weekend
- Tuesday Night Lecture Series
- Seminar
- Discover Colorado
- Group Project (Community Service Activity)
- Bi-weekly Reaction Papers

PRLC 1820: COMMUNITY ISSUES IN LEADERSHIP

Required Texts
Slater, P. *The pursuit of loneliness* (rev. ed.). Beacon Press.
Covey, S. (1989). *The seven habits of highly effective people.* New York: Simon & Schuster (Fireside).

Kozol, J. (1988). *Rachel and her children.* Fawcett Columbine.
Greenleaf, R. K. *Servant leadership.*
Bobo, K. et al. (1991). *Organizing for social change.* Washington: Seven Locks Press.
PLC Packet of Readings (on reserve).

Course Outline

Week	**Topic/Assignment**
1	Leadership and the Search for Healthy Community. Introduction to the Course: Group Bonding Activities. Reading: Bellah, R. Introduction to *The good society.*
2	The Loss of Community as a Challenge to Leadership. Readings: Slater, P. *The pursuit of loneliness,* xi-xviii, xxi-xxiii, 1-32, 76-90, 120-134, 146-159.
3	Leadership and Effective Communication in Developing Community. Readings: Covey. Seek first to understand, then to be understood, pp. 235-260. Berry, W. The work of local culture. In *What are people for?*
4	Leadership and Public Service in Community What is service to the servant? Reading: Greenleaf, R. K. *Servant leadership,* pp. 1-48, 291-306.
5	Leadership and Service (cont.). What is Service to the Recipient of Service? Readings: Kohl, H. Part Two of *36 Children.* Coles, R. Community service network. The Heroic Leader Sacrificing for the Community. Reading: Campbell, J. The hero's adventure. In *The power of myth.*
6	Leaders as Mediators Between Individualism and Community. Readings: Peck, M. S. Individuals and the fallacy of rugged individualism [and] The true meaning of community. In *The different drum: Community making and peace,* pp. 53-58, 59-76.
7	Leadership in the Family. Readings: *Newsweek* Special Edition: The 21st Century Family. Divorce: Cornet, L. The plight of families. The bargain breaks. *The Economist.*
8	Providing Powerful Role Models: Leadership for the Young. Readings: Creating a Community of Caring—materials from The Joseph P. Kennedy, Jr. Foundation. Gardner, J. *Building community.*
9	Leadership for the Young (cont.). Reading: The Menace of Drugs—*The New York Times* series on the young in Spring of 1993.
10	Preparing for CLC (High School Leadership) Conference. Leadership Strategies for Building High School Community.
11	The Elderly as Leadership Resource and Leadership Challenge. Care of the Aged. Reading: Sarton, M. *As we are now* [and] Statistics on the aged.
12	Meeting the Leadership Challenge of Poverty and Unemployment. Reading: Kozol, J. *Rachel and her children,* pp. 1-91, 168-186.
13	Poverty and Unemployment (cont.). Readings: Kilpatrick, J. J. Poverty numbers are bogus.

Limbaugh, R. The fraud of homelessness advocacy.
Ferguson, S. Us against them: America's growing frustration with the homeless.
Marin, P. Helping and hating the homeless. *Harpers.*

14 Leadership for Constructive Change in the Community.
Student reports on individual chapters and a specific related community problem.

Readings:
Bobo, K. et al. *Organizing for social change*, pp. 1-175. Student reports on individual chapters and a specific related community problem.

15 Leadership for Constructive Change in the Community (cont.).

Reading:
Bobo, K. et al. *Organizing for social change*, pp. 176-265. Student reports on individual chapters.

16 Final Examination Period.

Convocation of class for oral presentations (approximately 15 minutes each) explaining the conclusions reached in the final essay.

Additional Program Activities for the Semester

- Tuesday Night Lecture Series
- The Urban Experience
- The PLC High School Leadership Conference
- Seminar Series

PRLC 2810: GLOBAL ISSUES IN LEADERSHIP

Course Texts

Miller, G. T., Jr. (1992). *Living in the environment*. (7th ed.). Belmont, CA: Wadsworth.
Lehr, J. H. (1992). *Rational readings on environmental concerns.* New York: Van Nostrand Reinhold.
PLC Pack of Readings (on reserve).

Course Outline

Week **Topic/Assignment**

1 Introduction to the Course—Why the Environment is a Major Leadership Issue.

Readings:
Miller. Humans and nature: An overview.
Miller. Population, resources, environmental degradation, and pollution. Chapter 1, pp. 1-27.
Boulding, K. The economics of the coming spaceship earth. Definition of Ecological Terms.

2 Gaining a Leadership Perspective on the Environment.
How seriously threatened is the environment: How much can we know about our complex ecological system?

Readings:
Miller. Debate: The global environmental challenge vs. There is no environmental, population, or resource crisis, pp. 27-31.
Krug, E. C. Just maybe . . . the sky isn't falling. In Lehr.

Miller: In-class oral reports on Chapters 3, 4, 5, and 7. CA note possible exercises at the ends of the chapters.

3 To What End Is Nature? The Environment as a Philosophical Challenge to Leadership.
Part I: Nature as an End in Itself.

Selected readings from:
Chief Seattle. Letter to the president.
Eiseley, L. How flowers changed the world.
Thomas, L. Viewed from the distance of the moon.
Foreman, D. Around the campfire [and] Dreaming big wilderness.
LaChapelle, D. Wild human, wild earth.

4 To What End is Nature? The Environment as a Philosophical Challenge to Leadership.
Part II: Nature as the Servant of Humankind.

Readings from Lehr:
Gammelli, M. Nature's value.
Sanford, R. Environmentalism and the assault on reason.
Reisman, G. The toxicity of environmentalism.

5 How Many Is Too Many? Part I: The Leadership Implications of Population Growth.

Readings:
How many is too many? (1993, February). *The Atlantic.*

Simon, J. Scientific establishment now agrees: Population growth is not bad for humanity. In Lehr.

6 How Many Is Too Many? Part II: The Leadership Implications of Population Growth.

Miller, Chapters 6, 8, 9—in-class oral reports.
Video: *The greatest shortcoming of the human race: Failure to understand the exponential function*, Al Bartlett.

7 Science as a Reliable Source for Leadership Decisions?

Readings:
McKetta, J. Don't believe everything you read. In Lehr.
Shaw, J. S. Is environmental press coverage biased? In Lehr.
Miller. Science and technology [and] How useful is cost-benefit analysis?, pp. 52-54, 664-665.

8 The Environment as a Challenge to Leadership in Health Policies.

Miller. Chapters 20-23: in-class oral reports.
Readings in Lehr:
Stroup, R. Chemophobia: Is the cure more deadly than the disease?
Ray, D. L. Radiation around us.

9 The Environment as an Economic Challenge to Leadership: Part I.

Readings in Lehr:
Stroup, R. L., & Shaw, J. S. The free market and the environment.
Gemmel, M. M., & Lehr, J. H. Ecology's ancestry.

10 The Environment as an Economic Challenge to Leadership: Part II.

Readings:
Miller. Economics and environment, Chapter 24.
Daly, H. Introduction to the steady state economy, pp. 1-31.
The greening of the environment. From *The Economist.*

11 The Leadership Challenge of Energy Use and Resource Management.

Miller: In-class oral reports on Chapters 12-19.

Reading:
Lovins, A. Guest essay: Technology is the answer (But what was the question?), pp. 67-78.

12 The Environment as a Political Challenge to Leadership—Part I.

Workshop: Preparing for your Walkabout
Readings:
Miller. Politics and environment, Chapter 25, pp. 674-692.
Homer-Dixson, T. F. (1993, February). Environmental change and violent conflict. *Scientific American, 268*, 38-45.

13 The Environment as a Political Challenge to Leadership—Part I.

Reading:
Gore, A. Foreword, Introduction, [and] Part III—Striking the balance. From *Earth in the balance.*

14 The Rich Nations vs. Poor: The Environment as a Moral Challenge to Leadership.

Reading:
Hardin, G. An ecolate view of the human predicament.

15 Planning for the Future: The Environment as a Philosophical Challenge to Leadership.

Readings:
Miller. Worldview, ethics, and environment, Chapter 26, pp. 693-706.
Callenbach, E. *Ecotopia.*

16 State of the World Project Oral Presentations to Selected Group.

17 Final Examination Period.
Final convocation of Class to finish State of the World Project Oral Presentations. State of the World Written Summaries (five pages) and Bibliographies are due at this time.

Additional Program Activities for the Semester

- Orientation Weekend
- Orientation Day
- Monthly Workshop Series
- Individual Project (Contract Learning)

PRLC 2820: MULTILEVEL ISSUES IN LEADERSHIP

Course Texts

Takaki, R. (Ed.). (1987). *From different shores: Perspectives on race and ethnicity in America.* New York: Oxford.

Fisher, R., & Ury, W. (1981). *Getting to yes: Negotiating agreement without giving in.* New York: Penguin.

PLC Packet of Readings (on reserve).

Course Outline

Week Topic/Assignment

Leadership: The Uses of Power and Influence

1 Introduction to the Course.
Group bonding exercises; brief review of leadership styles and principles and their relationship to the uses of power and influence.

Robert Terry's Taxonomy of Leadership Styles.
Readings:
The Development of Personal Power for Leadership—PLC Vision Statement.
Principles of balanced self-renewal. In Covey, *The seven habits of highly effective people*, including pp. 285-319.

2 Mediating Power and Influence: Developing Negotiation Skills for Leadership.

Workshop: Negotiation and Mediation Skills.
Reading:
Fisher & Ury. *Getting to yes.*
Also, in-class simulation.

Multiculturalism as a Challenge to Leadership and the Distribution of Power and Influence in the United States

3 Race as a Challenge to Leadership.

Readings in Takaki:
Introduction, pp. 3-9.
Patterns, pp. 11-12.
Glazer, N. The emergence of an American ethnic pattern, pp. 13-25.
Reflections on racial patterns in America, pp. 26-37.

4 The Multicultural Challenge to Leadership on the Campus: Political Correctness, Part I.

Readings:
From Beman, F. *Debating P.C.: The controversy over political correctness on college campuses:* Introduction: The debate and its origins.
D'Souza, D., & Macneil, R. The big chill? Interview with Dinesh D'Souza.
Howe, I. The value of the canon.

5 The Multicultural Challenge to Leadership on the Campus: Part II.

Readings in Beman:
Gordon T., & Lubiano, W. The statement of the Black faculty caucus.
West, C. Diverse new world.
Ehrenreich, B. The challenge for the left.

6 Multiculturalism as a Public Policy Leadership Challenge.

Case Studies:
Hellman, P. A dilemma grows in Brooklyn.
Bovens, L. Affirmative action: A Polish example?

7 Leadership Challenge: Educating Citizens to Live and Work in a Multicultural Society.

Workshop: Michael Morris on Multiculturalism.
Readings:
Morris, M. Educating citizens for a multicultural society. In *Public leadership education* (Vol. II).
Dionne, E. J. Not black and white: Race, "values" and Willie Horton. In *Why Americans hate politics.*

8 The Status of Women: Leadership and Issues of Gender.

Readings:
Faludi, S. Introduction. In *Backlash: The undeclared war against American women.*
Slater, P. Walls against womanhood. In *A dream deferred.*
If women ran America. *Time.*
Limbaugh, R. Feminism and the culture war.

Leadership in the Traditional Realms of Power and Influence

9 Economics as a Field for the Effective Exercise of Leadership.

John K. Galbraith, selected readings.

10 The Mass Media as a Field for the Effective Exercise of Leadership.

Reading:
Greider, W. *Who will tell the people.*

11 Education as a Field for the Effective Exercise of Leadership.

Readings:
Why the schools still don't work. (1991). *The Wilson Quarterly*. Includes The ho hum revolution [and] A teacher's view.
Kozol, J. Interview. *Playboy.*

12 Politics as a Field for the Effective Exercise of Leadership.

Readings:
McCullough, T. The public realm. In *The moral imagination and public life: Raising the ethical question*, Chapter 3.
Smith, H. *The power game.* Chapter on Military Contractors.

13 Oral Presentations.
Approximately 15 minutes each, explaining the conclusions reached in the final essay on a multilevel problem. Essay due on Multilevel Leadership Issue.

14 Walkabout Weekend.
Recitation held on the weekend.

15 Overview/Summary—America: The Art of Leadership in the Land of Possibilities.

Reading:
DePree, M. *Leadership is an art.*

Additional Program Activities for the Semester

- Sophomore Workshops.
- Walkabout. The Walkabout is an internship for sophomore scholars. Each scholar develops the Walkabout entirely on his/her own, including the negotiation of a formal learning contract with a sponsor. The internship runs 15 weeks for 12-15 hours each week and must be a significant learning opportunity. The Walkabout is an excellent opportunity for scholars to experience first-hand their own career interests and discover what particular areas they might want to pursue. Many scholars also choose to participate in a volunteer organization. Each year scholars participate in a wide range of Walkabouts which in the past have included internships with the Colorado Outward Bound School, the Denver Museum of Natural History, Channel 9 KUSA, Merrill Lynch, United Bank, and the People's Clinic. (180-220 hours).
- Walkabout Weekend (48 hours). The Walkabout Weekend is held on a Saturday and Sunday in early April. It provides scholars with the opportunity to inform each other about their Walkabout (including the challenges and problems faced and other learning experiences). This event is also the sophomore scholars' final opportunity to get together before they complete the PLC program. Scholars present a 15- to 20-minute oral presentation on their internship experience and treat it as a professional presentation.

* * *

University of Miami

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The Leadership Certificate Program

PROGRAM DESCRIPTION

The Leadership Institute at the University of Miami was established in 1987. The program was designed to provide students with opportunities to examine and explore various dimensions of leadership from an individual and group perspective.

To best meet the needs of a diverse student body and a multitude of experience levels, leadership classes have been divided into two sections: The Emerging Leaders Program and The Established Leaders Program. Classes at each level are taught by Student Affairs professionals and selected students who have graduated from The Leadership Institute. A variety of guest speakers from the university and greater-Miami community are used throughout the course. Classes meet twice a week for one hour for a period of ten weeks.

The first class, The Emerging Leaders Program, is designed to provide young leaders with an introduction to leadership development. A variety of topic areas such as communication, motivation, interpersonal styles, creativity, and conflict management are covered in class. Classes are designed to be highly interactive and to employ a variety of teaching methods. Rarely do course instructors lecture to the class. Instead, a variety of lecturettes, case studies, instruments, videos, films, panels, and small-group discussions are used to fully explore and practice topic areas.

The second-level class, The Established Leaders Program, is designed to explore leadership issues in more depth than the Emerging class allows. The class is offered for students who already possess a great deal of leadership skill and experience. The class exposes students to a variety of high-powered leadership issues such as cross-cultural communication, ethical decision making, networking and politics, and the community-development process.

The third class offering, as part of the Established Leaders Program, is Leaders Leading Leaders (L3). It is designed to teach students to develop strong facilitation skills. Participants are exposed to training techniques and elements of program design, development, and evaluation. A highlight of the course is the opportunity to participate in a full-day ropes challenge course and then to put skills to work by conducting the Outdoor Leadership Adventure for all Emerging leadership classes.

The leadership classes are offered for no credit, and students do not receive a grade for their involvement with the program. They do receive a Certificate of Leadership at the end of the program if they adhered to the class attendance policy. All students are expected to miss no more than two classes over the course of the semester. All missed classes must be made up by meeting with the class instructor(s).

PROGRAM PROJECTS

The Emerging class requires students to actively participate in class discussions, role plays, case studies, etc. Students are also expected to attend two outside leadership seminars at the university called QUEST seminars. QUEST seminars provide students with additional information on a variety of leadership topics.

The Established class requires that students participate in class discussions, role plays, case studies, etc. They are also required to attend two University QUEST seminars

The L3 class conducts the program design, development, and evaluation of the Outdoor Leadership Adventure.

SELECTION PROCESS

Students are nominated by faculty, administrators, other students, or by themselves to participate in the program. All nominated students complete an application form and are placed in the appropriate level class according to their level of leadership involvement and experience.

SPECIAL AWARDS AND CEREMONIES

At the end of each semester, a banquet is held for all students graduating from the Leadership Certificate Program. Certificates of Leadership are presented to all program graduates. Special guests, including the president of the university and faculty and administrators who have been involved with the program, are invited to attend the luncheon.

PROGRAM SUMMARY

Over the years, participation in the Leadership Certificate Program has become a highly prestigious and sought-after activity. Students who belong to or have graduated from the Leadership Certificate Program continue to comment favorably about the class content and objectives. Several graduates have been asked to co-instruct with a full-time professional after they have completed all sections of the Leadership Institute. The opportunity for peer instruction is a great learning experience for individual students, as well as for the instructor and the students in the Emerging classes. The students as co-instructors serve as positive role models and provide support as peer contacts for future involvement at the University of Miami.

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University of Michigan

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Spectrums of Opportunity: Minority Student Leadership Development Program

PROGRAM DESCRIPTION

The Spectrums of Opportunity program is designed to improve the leadership and solidarity within minority student organizations at the University of Michigan.

The program is structured around the specific training and organization-development needs of the group and utilizes experiential learning methods.

Students and student organizations who participate in the Spectrums of Opportunity program experience educational activities designed to improve the leadership competence of the organization, developmental activities which provide an interactionist environment and encourage diversity beyond the organization, and training activities designed to improve the overall performance of the organization.

This leadership-education program allows for the transfer of knowledge, skills, and experience from individuals to organizations. Each new group of student leaders assumes office drawing upon internal resources within their respective groups and from across the minority-student community.

This program involves the cooperative efforts of several student affairs units and is centrally coordinated by the Student Organization Development Center.

PROGRAM GOALS AND OBJECTIVES

The specific goals and objectives are as follows:

- To build a foundation for leadership of minority student organizations at the University of Michigan through training, education, and development.
- To prepare minority student leaders who can cope with the growing complexity and challenges of leadership which encompass broad segments of the university and community.
- To research and develop effective leadership apprenticing strategies for minority student organizations.

SAMPLE WORKSHOP OUTLINE: MULTICULTURAL COMMUNICATION

Introductions
On newsprint, have each participant write three things that are unique/special about him/her. Share with the group.

Goals, Expectations

Exploring
The instructions pertain to how we relate to and communicate with others.

- Pair up. Have each pair think of a situation where his/her partner may have been treated differently because of the unique/special things they've indicated.
- To think about: What did you first learn about people who are different from you? How did it affect you? How does it affect you today?
- When did you first realize that people of different races, ethnic backgrounds, gender, etc., are treated differently from you?

Discovering

- Share an experience where someone perceived you as prejudiced, racist, sexist, or nonconformist.
- How could this experience have been different or more positive for you?

Emerging

- As you interact more and more with a diverse group of unique and special human beings here at Michigan, what things will you be more aware of, sensitive to, and have more respect for?
- Evaluation and closure.

* * *

University of Missouri–St. Louis

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Freshman Leadership Council

PROGRAM PURPOSE

The Freshman Leadership Council is an emerging leader program specifically designed to improve the long-term quality of student leadership at the University of Missouri–St. Louis.

PROGRAM GOALS

- To provide members with a better understanding of their own current and potential leadership abilities and styles.
- To raise an awareness of the knowledge, characteristics, and attitudes needed to be an effective leader.
- To introduce and practice personal and career-related leadership skills and behaviors.
- To create a sense of belonging, a feeling of ownership, and a sense of personal identity with regard to a student's relationship to the university.
- To promote the development of a communication network between and among future campus student leaders and university administrators.

PROGRAM STRUCTURE

No more than 40 incoming freshman students are selected each year to become members of the Freshman Leadership Council.

Student participants are invited to attend a summer reception where they will be welcomed to the campus and the council by a number of university administrators. Each participant will then have the opportunity to meet an administrator who has agreed to serve as his/her personal mentor throughout the program.

Prior to the first day of classes in the fall semester, council members assemble for an off-campus weekend retreat and orientation, which will include a one-day outdoor team-building experience.

Ten one and one-half hour class meetings on various topics related to leadership are offered weekly from September through December of the fall semester.

Student participants meet with their assigned mentors four times throughout the four-month program. These meetings are designed to:

- Facilitate the formation of a positive ongoing relationship between the student and the administrator.
- Afford the student opportunities to learn about leadership from the perspective of an established leader by discussing concepts which are presented to the student in weekly class meetings.

Various social activities are offered for participants throughout the semester.

Student participants and mentors will be invited to attend an annual leadership recognition and awards ceremony upon completion of the program.

PROGRAM EXPECTATIONS

The success of the Council relies heavily on the active involvement of each student member. Therefore, attendance and participation are expected at each weekly class meeting. Participants will be required to attend eight of 11 class meetings throughout the fall semester. Experiential field activities, such as regularly communicating with a mentor and becoming involved in one student organization, are also expected.

PROGRAM METHODOLOGY

Members learn material through the use of experiential activities related to the module topic during class meetings, by discussing perspectives and opinions with a mentor, and through practical application of concepts to situations in a student organization.

PROGRAM TOPICS

The following modules are presented during an initial off-campus retreat and during 11 one and one-half hour class meetings:

Module 1: Values Clarification
Class goals:

- To clarify each participant's personal value system.
- To explore values held in common within the group and to compare differences among members of the group.
- To examine values in terms of their influence on personal beliefs and behaviors.
- To explore the relationship between values and effective leadership.

Module 2: Team-building
Class goals:

- To build awareness of the need for and value of team work in completing a task.
- To demonstrate the effect of competition on team efforts.
- To demonstrate ownership of and commitment to commonly perceived problems facing a group.
- To illustrate the use of roles and the process of role negotiation in team efforts.
- To stress the importance of trust between team members.

Module 3: Group Dynamics
Class goals:

- To explore the basic concepts of group process.
- To examine the positive and negative characteristics of groups.
- To analyze the impact of an effective leader on a group.
- To understand the nature and value of group cohesion and group synergy.

Module 4: Ethical Dilemmas
Class goals:

- To explore scenarios designed to stimulate discussion of ethical questions facing leaders.
- To gain an opportunity to directly examine, compare, and contrast other participants' approaches to ethical decision making and problem solving.
- To formulate a set of basic guidelines for ethical leadership.

Module 5: University of Missouri–St. Louis Orientation
Class goals:

- To familiarize the student with the structure, organization, and traditions of the university and its student organizations.

- To introduce the numerous on-campus resources and services available to students.

Module 6: Communication Skills
Class goals:

- To stress the critical importance of developing excellent communication skills in three areas while in college: writing skills, public-speaking skills, and interpersonal skills.
- To impart an understanding of the factors which influence the quality of interpersonal communication (e.g., nonverbals, listening, perception, conflict, trust, feedback, etc.)
- To impart a basic understanding of one's own interpersonal strengths and weaknesses.
- To suggest ways to improve relationships through improved interpersonal communication.
- To determine how and to what extent communication may affect one's leadership ability.

Module 7: Multicultural Awareness
Class goals:

- To enhance one's awareness of recent and projected cultural trends.
- To become aware of our society's various oppressions.
- To become more aware of one's attitudes and behaviors toward people of other cultures.
- To examine the potential difficulties of communicating cross-culturally.
- To explore all of these issues in terms of the implications for leaders on and off campus.

Module 8: Leadership Theory and Styles
Class goals:

- To impart a basic understanding of the major theories that contribute to our current knowledge of leadership.
- To impart a basic knowledge of various generally accepted styles of leadership.
- To determine each participant's current leadership style.
- To examine and become aware of the impact of leadership style on the cooperation, motivation, and performance of followers.

Module 9: Decision Making
Class goals:

- To review techniques used by leaders to make decisions, both individually and within groups.
- To teach effective consensus-seeking behavior in groups.
- To compare the consequences of decisions made by individuals with those made by groups.
- To demonstrate the value of synergy in decision making.

Module 10: Problem Solving
Class goals:

- To generate an interest in and understanding of different approaches to solving a problem or completing a task through participation in a group problem-solving activity.
- To observe leadership behavior, communication patterns, and interpersonal influence in problem solving.
- To sensitize participants to behaviors which may contribute to or obstruct the solving of a group problem.

Module 11: Goal Setting and Action-planning: The Process of Change
Class goals:

- To teach participants the goal-setting process, from problem identification and prioritization to generation of alternative solutions, selection, implementation, and evaluation.
- To examine the differences between goals and objectives.
- To illustrate the necessity of goal setting in the planning process.

Module 12: Freedom and the Democratic Institution
Class goals:

- To address how various styles of leadership work in a democratic society.
- To examine the meaning of and responsibilities associated with a democratic society.
- To address the meaning of freedom and how individual freedoms may be limited by the common good.
- To explore the relationship between democracy and freedom.
- To determine how leaders can contribute to the attainment of these ideals.

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University of Nebraska–Lincoln

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The Odyssey Program

ODYSSEY: A JOURNEY WITH ANOTHER LEADER
Leadership Development Mentor Program

Program Goal
The overall goal of the program is to provide a setting in which leadership interests and experiences of mentors and protegés can be shared, explored, and enhanced.

Program Objectives

The Odyssey Program will provide for protegés:

- A more rapid integration to campus life.
- A significant relationship with an upperclass campus leader to enhance involvement.
- An introduction to new leadership experiences in a supportive manner.
- An opportunity to appreciate the value of a mentoring relationship.
- A leadership resource person.
- An opportunity to increase individual personal development.
- An opportunity to explore leadership abilities and skills.

Program Description

The Odyssey Program is a leadership-development mentoring program in which freshmen (protegés) interested in developing their leadership skills are paired with campus student leaders (mentors). It involves individual meetings between mentors and protegés and all-participant meetings which encompass educational and social programs.

ODYSSEY II: LIFE BEYOND THE CLASSROOM

Program Description

This is a mentor program between junior- and senior-status students and community leaders.

Program Mission

Odyssey II, a volunteer opportunity for growth and leadership development, serves as a mutually beneficial relationship to junior and senior students and community leaders. This experience shall link these individuals based on similar professional and personal interests and will facilitate the exploration of the world beyond the classroom and the responsibility of civic involvement. This relationship between students and community leaders will serve as a window to view different leadership perspectives and allow participants to exchange knowledge and share information.

Program Elements

- Five shadowing experiences between mentors and protegés which explore professional career and civic responsibilities (i.e., community service).
- A training workshop for mentors and protegés.
- A mid-year social for all mentors and protegés.
- An end-of-the-year banquet.

Administrative Support

- A mentor newsletter on how to develop a strong relationship with a protegé.
- A qualitative evaluation at the end of the program.
- Periodic phone calls to mentors and protegés to check on progress.

University of New Hampshire

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The Emerging Leader Program

PROGRAM DESCRIPTION

The Emerging Leader Program provides both training and opportunities for students to develop their leadership and management skills at UNH. Faculty, staff, and upperclass members of the Emerging Leader Program will provide 25 students with the information needed to become involved in student organizations. They will also guide students through exercises that will prepare them to become actively involved in organizations on campus and in the community.

PROGRAM OBJECTIVES

The Emerging Leader Program will provide students with the following opportunities:

- To meet and work with other students who have similar interests.
- To talk with students who are already active in the Emerging Leader Program and the campus community and to find out how to get involved.
- To accumulate a record of training, experiences, and acquired skills that will be maintained in the Student Activities Office. The record will become a part of a student's official employment file during the student's senior year.
- To learn, during weekly seminars, skills useful for working with other people.

PROGRAM EXPECTATIONS

- Students will be expected to really want to learn about themselves through leadership experiences.
- Students will be expected to be actively involved in the campus and community.
- Students will be expected to attend and actively participate in the ongoing leadership seminar series held once a week.

SAMPLE SEMESTER OUTLINE

Session	Topic
1	Introductions & Program Overview.
2	Ropes Course. Team-building, Initiative, & Risk Taking.
3	Networking Panel with Former ELP Participants & Getting Involved on Campus Presentation.
4	Achieving Balance: Personal Wellness & Peak Performance.
5	Personal & Group Goal Setting (Management Skills Conference).
6	Situational Leadership Theory.
7	*Myers-Briggs Type Indicator* for Leadership.
8	Meeting Management/"Getting Started" as a Group Leader.
9	Creative Problem Solving.

MANAGEMENT SKILLS CONFERENCE TOPICS

Fund Raising Fundamentals
Budgeting
Time Management
Motivating Yourself & Others
Creativity
Publicity & Promotions
Building Consensus
"Getting to Yes"—Conflict Resolution
Programming Particulars
Icebreakers & Meeting Openers
Getting Elected
Confrontation 101
Stress Management
Working with the Media
Managing Meetings & Using Robert's Rules
Working in the System—Tips from Veteran Programmers
VOICES—Enhancing Diversity in Organizations

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University of North Carolina–Wilmington

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The Leadership Center: A Comprehensive Leadership Program

PROGRAM MISSION

The Leadership Center at The University of North Carolina at Wilmington is a comprehensive leadership program which promotes leadership development, organizational development, understanding of leadership theories and concepts, and awareness of global concerns, through experiential training and educational and developmental activities. These activities include workshops, conferences, resources, seminars, consultations, outdoor adventure, service-learning, and self-assessments. They serve diverse populations. Through collaboration with students, faculty, and staff, as well as community leaders, we want students to recognize themselves as future leaders, evaluating and cultivating the potential strengths within themselves and others. We hope to nurture citizens who serve in effective participant roles as well as the designated leadership roles since leadership and action in our democracy occur in groups of individuals working together toward common goals. Ultimately, the program goal is to create a dynamic process that will shape students' lives and the world around them.

PROGRAM DESCRIPTIONS

The *Black Student Leadership Network (BSLN)* assists both Black student organizations and Black student leaders and encourages involvement in all student organizations.

Discover Outdoors is an outdoor leadership program which uses adventure to meet personal, leadership, and community development objectives.

Emerge is a 10-week program for freshmen interested in developing their leadership potential and becoming active participants in campus life, regardless of previous experience.

L.E.A.D. (Leadership Education and Development) Consultants are experienced student leaders trained to develop and present workshops on leadership skills. They receive advanced leadership training while expanding The Leadership Center's services to the community.

Leadership Assessments including the *Leadership Practices Inventory, Team Leadership Practices Inventory, Leadership Effectiveness and Adaptability Description,* and the *Myers-Briggs Type Indicator* are available to individuals and groups wishing feedback on their characteristics, leadership styles, and behaviors.

Leadership Challenge Course is an exciting outdoor adventure located on the campus. This ropes course provides valuable opportunities for groups to practice team work, communication, cooperation, leadership, and trust in a fun and unique setting.

The *Leadership Transcript* helps students document participation in campus and community life. Along with the academic transcript, it helps students plan well-rounded college experiences which is important to a professional job search, applications for graduate or professional schools, or for scholarships or awards.

The *North Carolina Leadership Consortium Library* is housed in UNCW's Leadership Center. It consists of leadership and multicultural activities and resources for use by any college or university in the state.

The *Student Leadership Conference* invites both local high school students and university students to campus for an all-day leadership conference.

Student Leadership Recognition is given at the *Leadership Banquet* which honors Who's Who in American Colleges and Universities as well as 200 other student leaders. *Student Leadership Awards* are given for outstanding group efforts in multicultural, educational, and social programs, as well as to overall outstanding group and outstanding peer educators. Additionally, the *Outstanding Senior Leader* provides a $400 cash award at commencement.

The *UNCW Volunteers* program places hundreds of students in community service agencies. A *Volunteer Fair,* held at the beginning of the academic year, invites every community service agency to campus to recruit volunteers and promote their programs. *UNCW Global Volunteers* is the annual service trip to another country.

FUTURE PROGRAMS

Speaking Greek will be a leadership program for students in Greek life.

An *Interdisciplinary Minor in Leadership Studies* is planned.

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University of Northern Iowa

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Leadership Studies Program

PROGRAM MISSION

Jointly sponsored by the Office of Academic Affairs and the Office of Educational and Student Services, the Leadership Studies Program of the University of Northern Iowa provides a comprehensive curricular and cocurricular set of opportunities for students as reflected in the Program's mission statement:

> The mission of UNI's Leadership Studies Program is to provide all students with opportunities for leadership development by offering a comprehensive curricular, and cocurricular program that is grounded in the liberal arts, links theory and practice, promotes civic service, and emphasizes the ethical responsibilities of individuals and organizations.

PROGRAM GOALS

- To provide high quality curricular and cocurricular learning experiences about and for leadership.
- To ground the study of leadership in the liberal arts context and to integrate theory, practice, reflection, and self-assessment.
- To be comprehensive, inclusive, and nonelitist, providing an opportunity for any UNI student to develop her/his current and potential leadership ability.
- To be flexible and responsive to individual needs and to be open to continuous change and program improvement.
- To weave themes of ethics and service throughout all activities and discussions concerning students' personal, professional, and civic development.
- To contribute to the development of students as reflective and ethical leaders who care about their communities and who believe in their ability to make a difference in

shaping a more humane world.

- To uphold standards of respect, fairness, and integrity throughout all aspects of the program.

In sum, the university wants to contribute to the development of informed and caring citizens who contribute their talents and skills to the shaping of a more humane society. A theme throughout the program is a democratic society's need for ethical and reflective leaders who care about their society and are committed to democratic processes.

PROGRAM ADMINISTRATION AND STRUCTURE

Overall coordination and direction is provided by the program director, who is advised by a statewide Advisory Board composed of community leaders from across the state and university faculty, administrators, and students. The University of Northern Iowa representatives form a subset of the Advisory Board and function as an on-campus steering committee that provides more immediate consultation, advice, and support to the director. The full board meets twice a year and the on-campus steering committee meets monthly throughout the year.

Reflecting the sponsorship of both academic offices and student affairs offices, the program combines curricular and cocurricular activities. The program serves as an umbrella under which diverse leadership development activities from across the campus are coordinated. Some activities are carried out by the director of the Leadership Studies Program while other activities are carried out by campus offices from across the university. The director of the Leadership Studies Program and staff from the various offices consult frequently, provide advice to each other, and cooperate in carrying out programs.

Faculty and staff have been very responsive when asked to serve on leadership committees or do presentations. Indeed, the program could not exist without the generosity of their ideas, suggestions, and time commitments to the program.

The key components of the program described below are academic curricular opportunities, cocurricular opportunities, and faculty and staff development. Not described are the other administrative efforts necessary for any program—recruitment, public relations, program evaluation and research, and funding.

CURRICULAR OPPORTUNITIES

The Leadership Studies Program offers courses open to all students, a Leadership Studies Certificate (open to all), and a leadership internship open only to students registered for the Leadership Certificate.

Leadership Studies Certificate

The Leadership Studies Certificate is a 14-semester-credit program. Students take three core courses (7 semester credits), a leadership internship (1-3 semester credits), and round out their program with electives. The core courses are "Leadership: Skills and Styles," "Leadership Concepts and Practice," and "Seminar in Leadership Development: The Future." Descriptions of these courses are given below. Students choose electives from across the University, including courses such as "Ethics in Business," "Minority Group Relations," and "Women, Men, and Society."

Leadership Internship

The leadership internship is limited to those enrolled in the Academic Certificate Program. Students have the option of observing leadership in action or both observing and practicing leadership. The emphasis, of course, is toward the latter.

The purpose of the internship is to link theory and practice, providing an opportunity for a student to observe in action the leadership/followership concepts and issues being learned in the program.

The outcomes we expect for a leadership internship are:

- To learn about leadership/followership in practice, to apply (and revise) theories and concepts, to find out on a first-hand basis what works and what does not work, and to develop insight into one's own responses as well.
- To learn about what one values and what is important in future personal, professional, and civic activities, including leadership roles.
- To make contacts for future leadership activities.
- To further one's ability to learn on one's own, including the ability to figure out the questions that need to be asked.

So far, in consultation with the Program Director, the students have selected sites and negotiated their own relationships with site personnel or have used a position they currently hold. Activities have included chairing a student leadership conference and banquet and serving as assistant manager for employee training at a copy shop. One student was appointed by the governor as a member of the Iowa Board of Regents to represent students and used that tremendous learning opportunity as her internship. We are also working on identifying sites with which we could work out an ongoing relationship for our students.

The Program is working with Project Public Life (PPL) at the University of Minnesota to develop internships that will involve students in community problem-solving activities in Iowa. Students will become involved with a group in the community and will facilitate the identification of a problem as well as the steps involved in trying to provide a remedy. This PPL internship will not only help students practice and further develop their leadership views and skills, but also will contribute to their sense of themselves as citizen leaders who can help shape a better future.

COCURRICULAR OPPORTUNITIES

(For questions, call either the director of the program or the person directly responsible for the components described below.)

Mentor Program

Contacts: Jan Hanish, Assistant Director, Student Activities, Maucker Union. Phone (319) 273-2683.
Renee Romano, Director, Maucker Union and Student Activities. Phone (319) 273-2257.

The Mentor Program is organized by professional staff from the Maucker Union Student Activities Office. The goals are:

- To assist students in exploring personal and professional goals and issues.
- To provide students with opportunities for one-on-one discussions with a university or community professional or leader about the challenges, issues, and rewards of their work.
- To assist students in identifying strengths and in seeking opportunities for further development.
- To encourage students in the development of their skills.
- To connect students with the university and the opportunities it provides.
- To provide students an opportunity to observe leadership in action and to learn more about the skills and issues involved.

Students are matched with mentors recruited from professional staff and faculty at the university and from the community. About 60 students and 45 mentors participate in the program. Training sessions are conducted for both the mentors and the students to clarify expectations and to facilitate development of the relationship. Tips are given, for example, on strategies for the initial meeting, examples of activities in which they could participate together, interactions of different personalities, frequency of meetings, and assertiveness in making contacts.

Uncommon Lives

Contacts: Jim Johnson, Director, Ethnic Minority Cultural and Educational Center. Phone (319) 273-2250.
Drake Martin, Programming Coordinator, Department of Residence. Phone (319) 273-2333.

Organized by the Ethnic Minority Cultural and Educational Center and the Department of Residence, this is a retreat that recruits a broad diversity of students to share their lives and ideas. (Diversity includes personalities, rural/urban, race, socioeconomic, religion, age, sexual/affectional orientation, and a host of other differences.) This workshop provides an opportunity for people to interact with each other and to share their commonalities and differences in a nonthreatening environment.

A maximum of 30 participants attend from Friday evening through late Saturday afternoon. The session begins with people sharing information about themselves, including some form of art (music, poetry, etc.) that helps express who they are. It progresses to the point at which people can share painful experiences resulting from discrimination. A part of the progressive, structured experience includes an opportunity for participants to ask questions they never felt comfortable asking before. As a result of the experience, participants are able to recognize how each individual is uncommonly special and commonly human as well.

Leadership Studies Program students are strongly encouraged to attend an Uncommon Lives workshop, reflecting our belief that leaders need to be able not only to understand but also to welcome a diversity of ideas and of people. The session helps participants see the commonalities and the differences. As future leaders, they will be better prepared to understand themselves, the people they are leading, and the diversity of perspectives needed for any leadership endeavor.

LEAD Series

LEAD stands for Leadership Education and Development. It is a series of lectures and workshops open to all students. The purposes of these are:

- To provide an opportunity for many UNI students to learn some basic leadership concepts, skills, and issues.
- To involve faculty and staff in the program.
- To attract students to the Leadership Studies Program.

Sessions are held three times each semester. Topics have included leadership styles, conflict resolution, developing a mission, and communication skills. Presenters are faculty, professional staff, and administrators from a range of disciplines and offices.

Student Leadership Conference, Banquet, and Awards

The students plan and carry out a student leadership conference and an end-of-the-year leadership banquet that recognizes students, student organizations, and student organization advisors. For 1993-94, the conference and banquet planning will be integrated into the introductory leadership course, Leadership Skills and Styles. The two objectives for including the conference and banquet planning are a) to involve a broader range of students in the planning, and b) to provide concrete material for the discussion of the leadership material (theories, concepts, research, skills, and group dynamics) that form the academic content for the course.

There are three types of recognition awards presented: a) awards to outstanding student organizations in the categories of leadership development of an organization's members, diversity awareness, service to university, and service to community; b) awards to outstanding advisors of student organizations; and c) an award to the winner of a leadership essay contest centered around a specific topic or theme. This year, for example, students were asked to write their thoughts on the statement, "Leadership is action, not position." Under discussion is an ethics award to reflect and reinforce the program's emphasis on the ethical responsibilities of individuals and institutions.

Leaders in Residence

Contact: Drake Martin, Programming Coordinator, Department of Residence. Phone (319) 273-2333.

The purpose of the program is to provide opportunities for students to learn from and interact with leaders from the community. The topic and nature of the presentations are up to the speakers, as long as some aspect of leadership is addressed. Speakers are provided with a set of questions to consider for their presentation:

- How did you become a leader?
- What characteristics does a leader need?
- How has your leadership evolved?
- What are the risks in sticking your neck out? What helped you to do so?
- Who is the person you most admire or whom you model yourself after?
- How do you deal with the loneliness of being a leader?
- What is the most difficult decision you ever made?
- What is the biggest mistake you made as a leader?
- If you could change anything as a leader or in your life, what would you do differently?
- How do you balance work and personal life?
- If you could give one piece of advice to people who hope to be leaders, what would it be?

In addition, speakers are encouraged to stress the importance of ethics, integrity, and civic responsibility to reinforce the program's efforts in these areas.

Cocurricular Record

Contacts: Jan Hanish, Assistant Director, Student Activities, Maucker Union. Phone (319) 273-2683.
Renee Romano, Director, Maucker Union and Student Activities. Phone (319) 273-2257.

Organized out of the Maucker Union/Student Activities Office, the Cocurricular Record is a leadership record that tracks a student's leadership activities, including positions held, events organized, and workshops or conferences attended. This record is different from compiling a resumé; rather it is developmental as reflected in these purposes:

- To provide an opportunity for students to reflect on what they have been learning.
- To assist students in articulating their leadership experiences and abilities.
- To identify areas of strengths as well as areas in need of further development in the student's explorations of leadership.

Because the activities are verified by the supervisor of the activity, the transcript is also useful when students seek employment, positions on community boards, or other leadership-related activities.

Washington Center for Internships and Seminars

The program is linked up with the seminars and internships offered by the Washington Center in Washington, D.C. Students may attend seminars such as "Leadership for the 21st Century," "The Global Village," and "Women as Leaders." The University provides $500 for as many as ten students per year to attend Center seminars.

* * *

University of Rhode Island

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Student Leadership Program

PROGRAM DESCRIPTION

The University of Rhode Island Student Leadership Program is a comprehensive program comprised of credit-bearing and noncredit classes, conferences, workshops, and seminars. The program is directed at students who want to maximize their college experience by becoming involved in campus life and by developing their leadership skills.

The program explores leadership issues with students and provides them with opportunities to develop and enhance a personal philosophy of leadership that includes self-understanding, respect for others, and acknowledgment of responsibilities inherent in being part of a community. Efforts are directed at preparing students for leadership/organizational roles within the institution and for the future. Participation from staff and faculty in all aspects of the program is encouraged in order to support the university's commitment to leadership development.

The program supports campus efforts which involve students in cocurricular, academic, and experiential activities and any off-campus opportunities which will positively affect the student's total educational process in leadership development.

PROGRAM CURRICULUM

Credited Courses

Contemporary Issues in Leadership
This upperclass-level course educates students about current leadership issues, including historical perspectives, current issues in leadership, and practical applications in work settings. Students will be engaged in self-assessment activities regarding their leadership/interpersonal style; and through participation on a team, they will study a business or organizational setting to learn about the practical applications of the conceptual leadership issues discussed in class. The class requires texts, group discussions, active workshop sessions, group projects, and an understanding of concepts and issues.

Flite (First-year Student Leaders Inspired to Excellence)
This course/program incorporates a series of foundational skill-building workshops/classes and participation in a group community-service project and in a student organization. The course provides emerging student leaders and organization members with relevant information and personal connections to administrative staff and university services. Opportunities for class graduates are provided for students to continue in a leadership track as peer leaders for future classes of first-year students. The course is open to any interested first-year student.

Noncredit Courses

Workshops Tailored to Student Organizational Needs
A series of workshops are offered to any student organization at the University. Topics include: Understanding How We Fit Together—Assessing our Leadership/Interpersonal Styles; Program Coordination and Contracting; Where Do We Want To Go—Focusing on a Mission, Values, and Goals. Student organizations interested in scheduling one of these workshops for their groups should contact the leadership program staff for scheduling.

PROGRAM TRAINING

Conferences

The Wave: Annual Fall Leadership Conference
This conference is sponsored by The Ocean State Leadership Consortium which is comprised of the ten colleges and universities in Rhode Island. The conference brings together approximately 200-300 students from the different institutions to discuss current leadership issues. The conference includes workshops, keynote, lunch, and networking sessions. Registration is open to any student organizational member and is limited.

The Wave II: Annual Spring Leadership Seminar
This is an outdoor retreat with project adventure initiatives. Students from the various colleges/universities in Rhode Island come together to engage in an active seminar which focuses on team leadership and use of power in a group.

Resources

The Student Leaders' Resource Library
This library houses many leadership-related texts, handbooks, and subject files which student-organization members may borrow at no charge. The URI Leadership Handbook contains icebreakers and team-building group exercises which may be implemented by a group. The resource library also maintains information regarding national and regional conferences and catalogs of information regarding leadership tools, videos, and other resources. A listing of all resources housed in the library is available by contacting the Office of Student Activities.

EXPERIENTIAL ACTIVITIES

Programs: Leadership into the 90s Presenter Series
Nationally renowned and local speakers highlight contemporary leadership issues. The series is open to all students and the university community. Included in the program are intercollegiate and campus seminars and simulation games and events regarding current world issues.

Meetings: Breakfast of Champions Program
Monthly breakfast meetings are held for selected student leaders and key university administrators, faculty, and state-government leaders.

Celebrative Gatherings: A. Robert Rainville Annual Student Leadership Banquet
This banquet, in its sixth year, honors URI's student leaders and recognizes their outstanding contributions to the university community. Representatives from all student organizations are invited to attend and several awards are presented.

SPECIAL PROGRAMS AND SERVICES

Student Organizations Fair
The Fair allows the general student population to meet representatives from more than 65 student organizations.

Cocurricular Registration Process
First-year students, during their summer orientation at the university, participate in a cocurricular-activities workshop with the orientation leaders, which familiarizes them with the importance and impact of becoming involved in campus life. Through this process students register their interests in five of URI's student organizations. These interests are tabulated and sent to the respective groups. The cocurricular registration process has been very successful in assisting first-year students in connecting with student organizations, and it provides the Student Activities Office and the campus with profile information about the interests and previous experiences of incoming students.

PROGRAM ADVISORY BOARD

The advisory board is comprised of students and staff of the University who assist in steering the program in a consistent direction in accordance with student needs. The Board reviews evaluations and the program budget and makes recommendations to the program coordinator in order to ensure input into the program curriculum from a variety of areas on campus.

* * *

University of Scranton

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The Business Leadership Honors Program

PROGRAM DESCRIPTION

Leadership, the process of persuasion or example by which the members of a group are persuaded to pursue the group's objectives, is the focus of many new programs in education. The Business Leadership Honors Program in the university's School of Management provides selected students with an opportunity to perfect their talents for business leadership. The program includes special sections of key business courses taught from the leadership perspective, leadership seminars, a mentor/internship program, and an independent leadership project.

PROGRAM CONTENT

The key courses are taught with a special emphasis on business leadership by faculty chosen for their exceptional teaching and their interest in the leadership concept. The leadership seminars will help the students assess and perfect their talents for leadership and will put them in contact with many business leaders. Noteworthy among the opportunities are the internships (where the students are placed with business leaders who serve as mentors) and the projects developed and executed by the students to demonstrate their leadership skills. The program will culminate in the students preparing portfolios on the essence of leadership, as derived from participation in the program, and defending their concepts of leadership before a faculty board.

PARTICIPANT SELECTION

The program is highly selective, accepting fifteen sophomores each spring to begin the two-year program the following fall. Applicants will be selected on the basis of the following criteria:

- Leadership experience and potential, drawing from the student's record in high school and college and their work history and involvement in clubs, and activities.
- Student's self-assessment and motivation in applying—how and why this program relates to the student's long-term goals.
- Interests and hobbies.
- Recommendations of teachers, others.
- A 3.3 QPI (ordinarily); a minimum of a 3.5 QPI will be needed for graduation with honors in the program.

PROGRAM SCHEDULE

Junior Year – Fall
MGT 351: Organization & Management
BLDR 385: Business Leadership Seminar #1

Junior Year – Spring
MGT 390: Seminar – Creativity & Entrepreneurship
BLDR 386: Business Leadership Seminar #2

Senior Year – Fall
PHIL 211: Business Ethics
BLDR 485: Business Leadership Seminar #3

Senior Year – Spring
MGT 455: Policy & Planning
BLDR 486: Business Leadership #4
Portfolio Defense

Although three of the four following courses are required of all business students, sections designated by (BLDR) are restricted to students in the Business Leadership Program.

MGT 351 Organization and Management (BLDR)
This course covers the key aspects of the management process for decision making. The focus is the organizational setting in which business leadership is exercised.

MGT 390 Seminar on Entrepreneurial Decision Making (BLDR)
This seminar course focuses on two key elements of leadership: the establishment of priorities and decision making in unpredictable circumstances.

MGT 455 Policy and Planning (BLDR)
This is the capstone course for all business majors. Concepts and skills developed in the functional areas of accounting, finance, management, marketing, and production/operations are integrated and applied to the top-level management of an organization. Topics include analyzing organizational environment, setting missions and objectives, developing strategies and plans, allocating resources, and designing organizational structures, reward, and control systems. Special emphasis will be given to the role of executive leadership and values in the articulation of a corporate vision and culture and in the choice of growth and competitive strategies. This is intended as a case- and project-oriented course.

The following are one-credit seminars:

BLDR 385 Business Leadership Seminar #1
Focus is on identification of the characteristics of leadership, self-assessment of personal strengths and weaknesses, and preparation of a plan for self-development.

BLDR 386 Business Leadership Seminar #2
Focus is on identifying the tasks of the leaders and enabling or empowering people to achieve the organization's goals.

BLDR 485 Business Leadership Seminar #3
Student is placed in an organizational setting as a leadership intern to study the leadership of the organization.

BLDR 486 Business Leadership #4
Student proposes, develops, and executes a project evidencing a high degree of leadership skills and activity.

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University of Wisconsin–Stevens Point

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Community Involvement
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L.I.F.E.: Developing Leaders for the 2lst Century

PROGRAM INTRODUCTION

L.I.F.E. (Leadership Is For Everyone) is the result of three years of research and leadership-program implementation by the UWSP Campus Activities Office. This program gives students an opportunity to earn academic credit while they develop leadership characteristics and potential over a four-year period. The Campus Activities Office developed the four-year program in cooperation with the UWSP Division of Communication.

After completing the program, students will have developed the knowledge, skills, and understanding to become effective leaders, better students, and more highly respected members of the community.

YEAR ONE: THE EMERGING LEADER

This approach to leadership allows freshmen to get a special start on developing their leadership talents. The Emerging Leader format offers students a challenging method of developing leadership skills. The program consists of 10 two-hour weekly sessions held in the University Center during the fall semester. The sessions are taught by members of the Student Development professional staff and members of the university community and faculty. Educational tools and techniques used to link leadership theory and practice include: small group interaction, lectures, small group discussion, and presentation. Throughout the program participants are expected to take active roles in discussion and debate and to serve as resources to other participants. They must join a campus organization of their choice in order to apply and test learned leadership concepts.

Topics
- General Introduction to the Emerging Leader Program
- Personal Leadership Style Development
- The Value of Mistakes and Forgiving

- Working with Impossible People (Handling Anger/ Developing Relationships)
- Balancing Academics and Involvement
- Time Management
- Values Clarification/Ethics
- The Jazz of Leadership
- Conclusion/Celebration

YEAR TWO: LEADERSHIP: MANAGEMENT SKILLS FOR ORGANIZATIONAL DEVELOPMENT

This phase of the program examines the how of leadership and may be taken for academic credit through the Communication Department. Participants examine major personal issues that face today's developing leaders, with an emphasis on characteristics of leadership (i.e., time management, meeting management, decision making, and specific organization-management techniques). The majority of topics explore the difference between managers and leaders and methods and strategies used to develop leadership characteristics. There are also several sessions set aside for discussion with civic, corporate, and educational leaders from the community.

Topics
- The Tasks of Leadership
- Community Service/Nonprofit Leadership
- Educational Leadership
- Organizational Communication/Effective Meetings
- Leadership vs. Management/Business Leadership
- Public Speaking/Persuasion/Listening Skills
- Planning/Budgeting
- Time Management, Decision Making, and Stress Management (Empowerment)
- Motivation, Delegation, and Education of Leadership
- Political Leadership

YEAR THREE: LEADERSHIP: THE PERSONAL DIMENSION

In this segment of the program, students explore the meaning of "leader as servant" as perceived and applied by individuals with widely varying roles in business, religious institutions, academic institutions, and governmental institutions. Discussion addresses the value, conviction, and opportunities that can be revealed and realized by cultivating the "leader as servant" concept in the work and organizational environment. Students must participate in a community service agency on a weekly basis.

Topics
- Servant Leadership
- Leadership and Gender
- Reflective Leadership
- Effective Leadership Habits
- Cultural Issues in Leadership
- Community Leadership
- Moral Leadership
- Empowerment/Followership

YEAR FOUR: LEADERSHIP APPLICATION

This course, which is available only to those who have completed the first three years of the program, teaches techniques of creative problem solving in a leadership environment. Participants serve as mentors and small group facilitators to students enrolled in phase one of the leadership series.

Topics
- Leadership and Paradigm Shifts
- Leadership/Empowerment Strategies
- Developing a Leadership Vision
- Developing Meaning Through Communication
- Developing Trust Through Positioning
- Managing Self
- Leadership and Renewal
- Reflecting on Leadership

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William Jewell College

Dale Kuehne
Director
Pryor Program in Leadership Studies
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Pryor Program in Leadership Studies: Pilot Program Proposal

PROGRAM GOAL

The goal of this program is to develop students as leaders. A leader is a person who has the knowledge, skill, virtue, and experience necessary to individually, and in concert with others, formulate and realize visions which promote the common good.

PROGRAM METHOD

Individuals develop leadership skills when they are placed in an environment which enables them to add to innate abilities the knowledge, skills, virtues, and experiences which allow them to learn and practice leadership.

CRITERIA FOR MEASURING SUCCESS

The progress of students is measured by self-evaluation tools, the successful completion of a leadership portfolio, evaluations by mentors and supervisors, future student vocational success, and civic involvement.

PROGRAM PROSPECTUS

For William Jewell College to be the "Leadership College," it must establish an educational context which teaches personal, vocational, and civic leadership through critical reflection, mentoring, and experience.

Toward that end, the following leadership certificate pilot program is proposed for implementation in the fall of 1993. It will be open to 24 students, 12 chosen on the basis of a competitive application process, and 12 students selected by the director, in consultation with faculty. The rationale for selecting students in this manner is to evaluate the potential a campus-wide program might have by examining the response and performance of students, some of whom are interested in such a program, and others who, for whatever reason, do not show an interest.

The certificate requires the successful completion of:
- A personal leadership learning plan each semester. This plan, formulated at the beginning of each semester in consultation with the student's mentor/director, lays out the student's leadership learning goals and proposed method of attainment.
- A two-credit introductory seminar. This seminar will introduce students to leadership theory, engage them in a variety of self-understanding and assessment exercises, provide individual and collective leadership experiences, and assist them in preparing and executing their first leadership-learning plan.
- A service-leadership winterim. This will be an off-campus service winterim during the month of January which will allow students to put into practice leadership skills and ideas learned during the fall. The winterim will pay particular attention to civic leadership.
- A two-semester mentoring internship. Each semester the student will participate in a one-credit service leadership internship under the supervision of a leadership mentor. Students will devote a minimum of five hours a week to their internship. They will meet with their mentor on a weekly basis and the director on a monthly basis.
- A two-credit capstone seminar. The seminar will re-examine leadership theory and assist students in preparing and executing a career leadership development plan. Note: Students who participate in a Jewell off-campus program during their junior year will be allowed to finish their internship and take their capstone seminar during their senior year.
- A Leadership Portfolio. The portfolio will include: a) the student's personal leadership learning plans; b) evaluations of each semester's personal leadership plan by student, mentor, or director; c) the student's leadership diary; and d) a record of the student's leadership learning that includes documentation of the various additional courses, activities, programs, and experiences in which the student learned leadership.

In order to graduate with the leadership certificate, the student must complete all required activities and have her/his leadership portfolio reviewed and approved by an evaluation committee comprised of the director, faculty, and mentors.

EVALUATION OF THE PILOT PROGRAM

A committee composed of faculty, student, administrative, and off-campus participants will evaluate the pilot program annually.

Please note that in addition to the pilot program, we are planning to sponsor a leadership conference or to have several leadership events during the school year, that will be open to all faculty, staff, and students.

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PROGRAMS AND RESOURCES FOR THE PROFESSIONS

Leadership training for professionals continues to grow. Although the primary focus of this resource is education for students on college and university campuses, we thought the inclusion of a few representative programs for professionals would be helpful.

This section explores leadership training for a variety of professional audiences, and the program methodologies and designs are equally diverse. These programs cover many different topics, including individual development, total quality management, strategic management, decision making, entrepreneurial leadership, and leadership of family businesses.

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Cambridge Management Centres

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The Leading People Programme

PROGRAM OBJECTIVES

The Leading People Programme builds on the strengths and experience of top managers to enhance their leadership contribution by:

- Increasing awareness of leadership styles and by building confidence.
- Highlighting the differences between people and identifying ways to use this understanding positively.
- Achieving an integrated understanding of leadership through a private 1:1 feedback process.
- Providing a broad theoretical understanding of the current issues faced by organizational leaders.
- Identifying issues relating to the development of a strategic focus.
- Offering continuing support in the development and implementation of an individual action plan for personal and organizational growth.

PROGRAM TOPICS

- Leadership and Organizational Analysis
- Leadership and Cross-cultural Issues
- Leadership Lost: Executive Derailment
- Leadership and Conflict Management

PROGRAM FEATURES

- Feedback on leadership style is presented for personal verification through observation, exercises, questionnaires, and video replay.
- Each participant spends up to four hours in a confidential one-on-one counseling session with an experienced Cambridge business psychologist.
- Detailed confidential feedback from colleagues at work via the *Cambridge Assessment of Leadership Skills*.
- A staff-to-participant ratio of 1:2 for the feedback sequence.

PROGRAM AUDIENCE

The Leading People Programme is designed for senior managers who currently have or soon will have strategic responsibility for a substantial aspect of a business or organization.

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Cambridge Management Centres

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Looking at Leadership Programme

PROGRAM OBJECTIVES

- To increase self-awareness.
- To build confidence for leadership.
- To increase awareness of other people's problems, expectations, and needs in a business environment.
- To improve leadership and decision making.
- To increase understanding of group behavior and teamworking.
- To increase the motivation and ability to set and achieve organizational and personal goals.
- To stimulate continuing personal and career growth.

PROGRAM TOPICS

- Leadership and Conflict
- Executive Derailment
- The Development of Personal Action Plans

PROGRAM FEATURES

- Through assessment and constructive feedback, participants become more aware of their abilities and development needs.
- Each participant spends up to two hours in a private one-on-one counseling session with a Cambridge business psychologist.

- Each participant receives confidential feedback from his/her boss, peers, and subordinates through the *Cambridge Assessment of Leadership Skills* questionnaires.
- The program uses the exclusive behavioral simulation, *Leading Edge Paper Products plc*, set in a European context.

PROGRAM AUDIENCE

The Looking at Leadership Programme is designed for all middle and senior managers.

* * *

Center for Creative Leadership

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Leading Downsized Organizations: Individual and Organizational Healing

PROGRAM PURPOSE

This program offers managers and executives who have experienced downsizing in their organizations an opportunity to go through a healing process in order to revitalize and reenergize themselves, their work groups, and their organizations.

PROGRAM RESULTS

Participants receive insights into how to go through a healing process in order to improve motivation levels, relieve stress, and enhance communication practices. By confronting the effects of layoffs, participants have the opportunity to address personal issues as well as set goals to strengthen their organizational environment and increase productivity.

SPECIAL FEATURES

Leading Downsized Organizations is a highly interactive and experiential program which focuses on a four-level interventions model. At each level, participants have the opportunity to reflect from three perspectives: self, work group, and organization.

PROGRAM AUDIENCE

This program is designed for managers and executives who have experienced downsizing and are ready to rebuild and revitalize themselves, their work group, and their organization.

PROGRAM SCHEDULE

Day	Topics
1	Program Opening. Introduction to Interventions Model. Back-home Work Stories.
2	Dynamics of Layoff Survivor Sickness. *MBTI* and Leadership. Level I: Process Interventions. Level I: Reflection and Action Planning.
3	Level II: Grieving Interventions. Understanding Helping Skills. Level II: Reflection and Action Planning. Level III: Empowerment Interventions. Breaking Organizational Codependency. Level III: Reflection and Action Planning.
4	Level IV: Systems Interventions. Learning to Learn from Experience. The Impact of Stress and Coping. New Employment Contract Transitions. Level IV: Reflection and Action Planning
5	Transition Models. Goal Setting. Evaluation and Closing.

* * *

Center for Creative Leadership

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Entrepreneurial Leadership Program

PROGRAM PURPOSE

The Entrepreneurial Leadership Program is designed to help CEOs and decision-makers of high-growth organizations enhance their bottom-line effectiveness and the quality of employee work life in order to keep their organizations robust and prosperous.

PROGRAM RESULTS

Through assessment-for-development questionnaires, experiential exercises, networking, and problem-solving sessions, participants have the opportunity to understand their leadership and managerial styles and their organizational effectiveness. Using feedback received from the program and insights gained from Center research and peer networking, participants establish goals for achieving desired organizational growth.

SPECIAL FEATURES

The Entrepreneurial Leadership Program offers participants the opportunity to receive an overall assessment of their organizations' climate using the *Campbell Organizational Survey*™, which is completed by up to 20 employees. Feedback received from this assessment will enable leaders to set goals around creating an organizational climate that is both motivating and productive.

PROGRAM AUDIENCE

The program is for CEOs and decision-makers of high-growth organizations who have fewer than 500 employees and between $2 million and $60 million in annual sales

PROGRAM SCHEDULE

Day	Topics
1	Program Opening. Research Overview. Life Cycles of High-growth Organizations. *Campbell Organizational Survey*™.
2	*Benchmarks*® and *Entrepreneurial Leadership Survey*. Interactive Peer Group. Problem-solving Exercises. Individual-preferences Feedback.
3	One-on-one Feedback. Goal Setting. Peer Conferences. Evaluation and Closing.

* * *

Center for Creative Leadership

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Family Business Leadership Program

PROGRAM PURPOSE

The purpose of the Family Business Leadership Program is to provide successors of family-owned and family-operated businesses, involved in the present and future leadership and ownership of family firms, the opportunity to examine and develop strategies for increasing their personal and professional effectiveness as leaders.

PROGRAM RESULTS

Participants acquire a better understanding of their strengths and weaknesses as leaders, learn to develop strategies to handle the complexities and conflicts surrounding a family business, and learn to create a personal-development plan for future career growth and learning.

SPECIAL FEATURES

This six-day program offers participants several benefits, including extensive assessment-for-development feedback on individual strengths and weaknesses from co-workers, other participants in the program, and Center staff. Toward the end of the session, participants meet with specially trained advisors in a three-hour session to summarize the feedback. Participants also have the opportunity to network and share experiences with other successors of family-owned businesses who face similar issues and challenges unique to family businesses.

PROGRAM SCHEDULE

Day	Topics
1	Program Opening. Group and Individual Assessment Activities.
2	Leadership Issues in the Family Business. Personal Dimensions of Leadership.
3	Strategies for Leadership Development. Utilizing Group Resources.
4	Performance Development. Leadership and Team Problem Solving.
5	One-on-one Staff Feedback. Peer Feedback.
6	Preparation for Goal Setting. Goal Setting. Evaluation and Closing.

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Center for Creative Leadership

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Leading a Quality Culture: Beyond the Plateau

PROGRAM PURPOSE

Leading a Quality Culture is designed to provide managers with the perspectives and skills necessary to transcend their initial approaches to total quality management (TQM) and to achieve long-term integration of quality into everyday business practices.

PROGRAM RESULTS

Participants explore their personal and organizational quality challenges from multiple perspectives. The focus on systems thinking, leadership, and learning in a quality environment enables championing an organization's quality initiatives.

SPECIAL FEATURES

Participants examine the dynamics and interrelationships of systems and their impact on quality efforts. They conduct individual and organizational assessments of quality practices, thinking and learning styles, and leadership processes; the assessments are used as both feedback mechanisms and as qualitative needs analyses. A "Simulab" allows participants to practice the concepts presented in the program. Each participant selects a Corporate Partner to help reinforce learning and to participate in the design and execution of integration strategies.

An annual quality conference is also offered for the alumni of Leading a Quality Culture. This conference gives participants and their Corporate Partners an opportunity to network, to share ideas and results on integration strategies for quality leadership, and to review the latest research in quality leadership issues.

PROGRAM SCHEDULE

Day	Topics
1	Program Opening. Quality Assessment. Learning to Learn. Organizational Culture.
2	Leadership Assessment. Processes for Leading: Simu-lab I. Quality Values. Learning in Organizations.
3	Systems Thinking: Simu-lab II. Thinking Styles. Outdoor Activity.
4	Negotiation Skills. Managing Conflict. Influence: Simu-lab III. Risk and Courage.
5	Integration. Work with Corporate Partner. Evaluation and Closing.

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Center for Management Effectiveness

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Managing Disagreement Constructively

PROGRAM INTRODUCTION

This program offers a systematic framework for dealing constructively with commonly encountered interpersonal differences in the work setting before they escalate into conflict. Participants will be actively involved in job-relevant case studies, hands-on exercises, and self-assessment inventories that provide insights into current styles and preferences to expand conflict-management repertoires.

PROGRAM OBJECTIVE

The objective of the program is to build on current managerial skills, enabling participants to more effectively correct misunderstandings, identify common ground, improve teamwork and working relationships, stimulate creative choices, and marshal commitment to needed changes.

PROGRAM TOPICS

Guiding Concepts
- Three Principles: Dignity, Flexibility, Involvement
- Four-phase Process of Managing Disagreement Constructively
- Video Case: "Conflict on the Line"

Self-assessment
- Exercise: "Allocating Fixed Resources"
- Simulation: "Personal Business at Work"
- Management of Differences Inventory (MODI-Self)

The Process of Managing Disagreement
- Phase I: Diagnosing Seeds of Conflict
- Phase II: Planning Your Strategy, Recognizing Your Style
- Phase III: Implementation—Applying Your Strategy
- Phase IV: Follow-up—Monitoring and Reinforcing Agreements

Skill Building
- Interpreting Your MODI Scores
- Exercise: Trying New Strategies
- Potential Barriers and Overcoming Them
- Video Case: "Listening for Understanding"

Summary
- Handling "Back Home" Disagreements With New Awareness and Skill

PROGRAM MATERIALS

Kindler. *Managing disagreement constructively.* Crisp Publications.

Center for Management Effectiveness. *Management of differences inventory, self and feedback.*

Center for Management Effectiveness. Simulation: *Personal Business at Work.*

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Center for Management Effectiveness

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Risk Taking for Decision Makers

PROGRAM INTRODUCTION

This program offers a systematic framework for managing decisions in risky situations, provides participants with insights about their willingness to take risks, and builds on current problem-solving/decision-making skills. Participants will be actively involved in job-relevant case studies, hands-on exercises, and a self-assessment inventory.

PROGRAM OBJECTIVE

The program's objective is to help participants to gain awareness about how they currently deal with situations involving risk and to explore how risky decision making might be managed more effectively.

PROGRAM TOPICS

Guiding Concepts
- Risk Taking and Professional Development
- Risk and Potential Loss
- Adjusting Risks
- The Price of Risk: Occasional Failure

Diagnosis
- Clarifying Objectives
- Developing and Evaluating Alternatives
- Assessing Your Risk-taking Tendencies
- Exercises: Alpha or Omega, Small is Beautiful, Fight or Settle

Planning and Preparation
- Developing Your Change Strategy: Incremental or Transformational
- Choosing an Appropriate Decision Strategy
- Instrument: Decision Process Inventory
- Improving Reward-Risk Ratio
- Case: "The CEO and the Ex-convict"

Implementation
- Overcoming Barriers
- Evaluation Exercise Using Multiple Attribute Matrix
- Video Case: "The Trusted Employee"

PROGRAM MATERIALS

Kindler. *Risk taking: A guide for decision makers*. Crisp Publications.

Center for Management Effectiveness. *Decision process inventory.*

PROGRAM AUDIENCE

Risk Taking for Decision Makers is designed for executives, managers, supervisory personnel, and team members.

* * *

Columbia University

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Diversity Leadership Seminar

PROGRAM PURPOSE

The management of diversity within the workforce is one of the most important issues organizations will face in the new global economy. Learning to use diversity as a valuable tool for organizational growth, rather than seeing it as a stumbling block, is the key to creating value for customers and to assuring overall long-term success.

The purpose of the Diversity Leadership Seminar is to assist corporations in developing a comprehensive yet cost-effective in-house strategy for valuing and managing diversity. The three-day seminar will review strategic methods for managing organizational change, ways to develop the business reasons for using diversity to gain a competitive edge, structuring systems of accountability, and action-planning. Also addressed will be how to assess organizational readiness and the decision to move forward with an awareness approach, skill development, or organizational-development strategy.

PROGRAM BENEFITS

Participants leave the three-day seminar with a preliminary diversity action plan, as well as a greater understanding of the management and leadership skills needed to maximize productivity of a diverse and international workforce. They acquire methods for evaluating diversity competencies and for developing a strategic approach to managing diversity. Attendees obtain tools to identify and assess the business reasons for managing diversity within their organizations.

Faculty are available for discussions with individuals throughout the day and during the evenings. Participants also have opportunities to discuss diversity issues with other attendees.

PROGRAM APPROACH

The different value systems existing within a diverse workforce are one of its greatest resources. When values are identified, they can become tools for managing work, creating products, and promoting customer-focused marketing efforts; in effect, they become a source of opportunity, rather than a cost factor. The goal of every organization should be to create a value economy—a system for harnessing diverse values to produce ongoing, innovative, and positive change.

Creating a value economy within an organization requires a value-diversity environment. The diversity leader encourages the continuous examination of the organization as well as the planning and execution of social interventions to alter the processes that block innovation. The approach trains leaders to be self-initiating catalysts who search for the best methods to move the organization forward. Some of the tools include: building a business rationale for diversity, diversity team-building, worldviews assessment, designing a diversity looping system, technostructural changes, data feedback, and training-for-impact formats. Participants learn how to gain senior-level commitment to the planning and execution of the value-diversity environment; without this support, plans for the diversity initiative are difficult to sustain. The diversity leader learns to nurture a group of people who act as change agents, keeping the diversity plan in front of the organization.

The value-diversity process is led by change agents in the company, usually with the advice and support of organizational-development diversity specialists. Internal change agents act as champions of the new organizational culture; they initiate, monitor, and maintain the change process; they collect data; and they evaluate the progress of diversity initiatives. Diversity leaders develop teams that include the management-education units of their organization. While the roles of diversity leaders and management-education units are distinct in terms of their functions, they pool their knowledge, skills, and abilities to work on a diversity strategy that will give their organizations the competitive edge in a global marketplace.

PROGRAM AUDIENCE

Diversity leaders who would benefit most from this seminar include: senior executives; mid-level managers; and human resource, marketing, and functional-area team leaders who have good interpersonal skills and the motivation and commitment to work on a major issue affecting the long-term success of their organizations.

PROGRAM SCHEDULE

Day	**Topic**
1	Action Planning for Diversity.
2	Business Reasons for Managing Diversity. Application: Business Reasons. Strategic Approaches to Managing Diversity—Impact Method. Strategic Approaches II—Team-development Approach. Organizational Readiness Assessment and Structuring Accountability.
3	The New Leadership and Management Competencies. Skill Experiences. Awareness and Skill-development Formats. Assessment and Evaluation of Competencies. Action-plan Coaching.
4	Managing Diversity Change Process—Mapping the Roadblocks. Action-plan Presentations.

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Morehead Associates, Inc.

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Heroic Leaders

PROGRAM INTRODUCTION

Heroic Leaders is for persons who are seeking new ways to help themselves, others, and their organizations to change and grow. They want to make the most of their life and work.

The workshops take people on "the hero journey"—an experiential study of how to help people and organizations fulfill their potential. Every individual in every organization is a "hero within." The leader's quest is to awaken and empower them.

For centuries, in all religions and cultures, people have taken the hero's journey. The journey is about courage, passion, achievement, wisdom, innovation, and determination. It is both ancient and totally modern. Through these workshops participants discover the power of the 12 leadership archetypes for effecting positive change in their own lives and in their organizations.

Archetypes for Leading

- The Ruler: the hero of responsibility and order.
- The Seeker: the hero of purpose and identity.
- The Lover: the hero of commitment and energy.
- The Sage: the hero of wisdom.
- The Innocent: the hero of trust and optimism.
- The Magician: the hero of vision and transformation.
- The Orphan: the hero of compassion.
- The Jester: the hero of fun and creativity.
- The Caregiver: the hero of people and social responsibility.
- The Warrior: the hero of strategy and action.
- The Creator: the hero of innovation.
- The Destroyer: the hero of change.

PROGRAM GOALS

We want people to discover, invent, grow, throw away, claim, renew, and care. We want people to be awakened and empowered. We want people to leave with great ideas for living their lives, empowering others, and changing their organizations for the better.

- Participants use the 12 heroic leadership archetypes to improve their abilities as innovators, motivators, coaches, and mentors.
- Participants increase their personal power as change agents, able to help others and their organizations transform themselves.
- Participants understand and respect the potential abuses of leadership and how they can choose to lead courageously.
- Participants gain a new perspective on the cultures of their work teams and organizations and develop strategies for increasing team effectiveness.
- Participants empower themselves to live rich, meaningful lives.

WORKSHOP ONE: HEROIC LEADERS—EMPOWERING YOURSELF TO EMPOWER OTHERS

In advance of the first workshop, participants complete *The Heroic Myth Index*, a survey designed to help people understand their own preferences toward the 12 heroic leadership archetypes. The results of the *HMI* are shared in the workshop.

Personal Power
Participants review their *HMI* profiles, which reveal those leadership archetypes that are most important in shaping their lives, their perception of others, and their leadership styles.

The 12 Leadership Archetypes
Through the use of a slide show, class discussion, and group exercises, we explore the meaning and relevance of each archetype to the challenge of leading.

The Dark Side of Leadership
Leaders possess power. They can use it for good or to abuse their customers, their employees, or the environment. Participants learn how the "shadow side" of each leadership archetype is capable of harm and how leaders can choose to behave courageously.

Renewal
Different archetypes are important to use in different phases of life. Participants learn how they can change in order to be more effective in the challenges they face.

WORKSHOP TWO: HEROIC ORGANIZATIONS—CREATING THEM, SUSTAINING THEM, AND CHANGING THEM

To attend Heroic Organizations, participants must have attended Heroic Leaders.

Organizational Insight

Organizations, like individuals, have dominant archetypes that symbolize their values, purposes, and ways of doing business. Likewise, they may be in need of archetypes they don't currently value, in order to grow (more Warrior), to renew (more Magician), or to motivate (more Caregiver). Participants analyze their own teams/organizations to understand their current strengths and needs.

Organizational Change

Participants learn how to use the archetypes to help create new corporate cultures, structures, and strategies. Participants learn how to act as more effective change agents, enabling others to accept and implement desired changes.

Teamwork

Every individual possesses unique archetypal gifts. While some persons are best suited to bring order and efficiency (the Ruler), others are better at transforming (the Magician) or at building enthusiasm (the Lover). Participants learn to appreciate the heroic gifts of others and how to genuinely achieve synergy with them.

* * *

University of Tampa

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Strategic Leadership

PROGRAM INTRODUCTION

The University of Tampa's College of Business and its MBA Association are offering a two-day on-campus workshop on strategic leadership.

Strategic leadership requires that managers identify effective ways to attain their chosen objectives while serving the business's customers, owners, and employees. This requires an interrelated set of abilities which goes beyond the typical performance-appraisal dimensions of motivating others or delegating tasks.

Strategic leadership involves striving for excellence, teamwork, a focus on exceeding the expectations of customers, developing people, commitment, and creativity. The skills and concepts presented, discussed, and practiced in Strategic Leadership can be applied to a business unit, a functional area, a group or subgroup, and individuals.

This program integrates the learning of concepts with applications in order to assist managers in building their capacity to think strategically. Managers are able to diagnose and develop this ability through discussing strategic-leadership concepts, participating in a realistic in-basket interactive group simulation, and receiving feedback from peers. The program focus is on developing a capacity to think more strategically through action-based activities.

PROGRAM BENEFITS

The program provides specific benefits to participants. They will be able to:

- Develop a sense of mission, vision, and strategy for their areas.
- Assess ill-structured business situations by learning to ask thought-provoking questions that redirect analysis to those areas of greatest importance to the organization.
- Analyze the strengths, problems, opportunities, and threats of their area to improve the quality of the actions they take.
- Identify areas of personal strength and distinctiveness along with areas in need of development.
- Apply the learned concepts and acquired skills to their current business situation.

PROGRAM APPROACH

The program uses a behavioral simulation to accomplish these program goals and deliver these benefits. The activity places participants in senior-management roles of a fictitious company—Foodcorp. Participants become the executive team of the firm and are encouraged to conduct their business as strategically as possible. They are free to set goals for both the firm and themselves, create their own agendas, hold meetings with each other, write memos, identify issues to discuss or ignore, and take actions on such issues. Although there are few clearly right or wrong answers to the actions they take, some actions will be more consistent with the goals set and strategy selected than other actions. Some of the leadership behaviors exhibited may also be more effective than others in light of a chosen strategy.

Through reflecting on the actions taken (and not taken) and on how those actions are arrived at or avoided, participants are able to better understand their strengths, developmental needs, and their ability to apply the strategic-leadership skills and concepts discussed prior to their management of the fictitious firm.

PROGRAM OUTLINE

Day	Topic/Activity
1	Leadership Models, Foodcorp Overview, and Role Selection. Individual Work on Memos and W-cubed.
2	Foodcorp Procedures and Overview of the Day. Interactive Group Work. Summary of Key Issues. Questionnaires and Initial Reactions. Overview and Organizational Performance. Values and Culture. Leadership Behaviors. Peer-feedback Preparation. Peer Feedback. Group Synthesis. Learning Summary.

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University of Tampa

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Sharpening the Edge of Leadership Performance

PROGRAM INTRODUCTION

The University of Tampa and its College of Business have created an executive-leadership program based on career-impacting experiences of successful senior corporate executives. Sharpening the Edge of Leadership Performance focuses on what those executives learned from their experiences and, for the participating Tampa Bay area executive, the program:

- Provides state-of-the-art assessment instruments to appraise one's leadership behaviors and skills.
- Provides an opportunity to participate in a high-intensity corporate simulation as a senior manager, an activity designed to expose individual strengths and weaknesses.
- Assists, in the company of trained professionals and participating peers, in evaluating one's skills in goal and priority setting, decision making and information sharing, problem solving, and environment managing.
- Provides guidance from a certified professional and help one to identify the types of experiences that will build on one's strengths, reinforce one's developmental needs, and help in removing roadblocks to realizing one's full career potential.
- Enables one to design a personalized career-development plan.

PROGRAM APPROACH

This program incorporates an intensive developmental approach, which surpassess other training efforts, combining assessment, performance, and career planning. It offers proven benefits which make the program unique and effective.

The developmental approach addresses individual needs, and learning is actually transferred back to the job. Executives remember results and are less likely to revert back to old behavior patterns. Faculty of the University of Tampa, professionals in new and innovative learning techniques, instruct this program.

PROGRAM OUTLINE

Day	Topic/Activity
1	Welcome and Program Overview. Leadership Models, Foodcorp Overview.
2	Foodcorp Procedures and Overview of the Day. Interactive Group Case. Summary of Key Issues. Questionnaires and Initial Reactions. Overview and Organizational Performance. Values and Culture. Leadership Behaviors. Peer-feedback Preparation. Peer Feedback. Group Synthesis. Learning Summary and Reporting.

3 Leadership Styles: A Review of Myers-Briggs Assessment.
Overview on Benchmarks and Feedback on Individual Assessment Results.
Development Planning.
Program Wrap-up.

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PROGRAMS FOR COMMUNITY AND NONPROFIT LEADERSHIP

Leadership development in communities and nonprofit organizations is an essential element to insure the effectiveness of individuals and organizations which serve various sectors of society.

This section certainly reflects the diversity of possible applications of leadership education. There are programs for stabilized mentally ill students, future community-college leaders, and leaders of nonprofit organizations. For readers who are interested in developing program content for a unique audience, these entries should be particularly helpful.

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Case Western Reserve University

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Masters of Nonprofit Organizations

PROGRAM BACKGROUND

The Mandel Center for Nonprofit Organizations is a university-wide academic center sponsored by three prominent professional schools of Case Western Reserve University: the Mandel School of Applied Social Sciences, the Weatherhead School of Management, and the School of Law. These schools have joined in partnership to address the growing need for professional education of managers and leaders of private, nonprofit organizations and to encourage and disseminate research on the nonprofit sector.

The mission of the Mandel Center is to foster effective management, leadership, and governance of nonprofit organizations in human service, the arts, education, community development, religion, and other areas through instruction, research, and related academic activities.

The challenges of managing and governing nonprofit organizations have intensified in recent years. In the present environment of restricted budgets for public-sector programs, nonprofits are asked to provide more and more services, while facing increased competition for the resources they need to be effective. Strong leadership and professional management for nonprofit organizations and a solid research base to guide the decisions of this leadership can no longer be considered luxuries—they have become essential if the nonprofit sector is to carry out its critical functions effectively.

The programs of the Mandel Center are guided by the following principles:

- The nonprofit sector requires and deserves educational and research programs for its management and leadership equal in excellence to those available for government and business.
- Programs for the nonprofit sector must be responsive to the special character of these organizations. Nonprofits are neither businesses nor agencies of government but operate in special economic, legal, and social environments and have unique missions, financing arrangements, human resources, constituencies, and organizational structures. In many ways they are the most challenging kinds of organizations to manage.
- The study of nonprofit organizations should be interdisciplinary, bringing to bear the most advanced knowledge and techniques of management, law, social sciences, and the cultural and helping professions.

The Mandel Center draws upon knowledge and expertise in management, law, social sciences, social work, arts, and other professions but asks that these disciplines be freshly applied to the analysis of nonprofit organizations. The result is a common approach to the study of nonprofits that is both specially relevant to the sector and of the highest academic quality.

The Masters of Nonprofit Organizations (MNO) is an advanced professional degree for managers and leaders of nonprofit organizations, administered by the Mandel Center and offered cooperatively by the Mandel School of Applied Social Sciences and the Weatherhead School of Management.

COURSE DESCRIPTIONS

MAND 405: Ethics, Professionalism, and Leadership
(2 credits)
This course examines ethical questions and value dilemmas encountered by managers and leaders in various fields of nonprofit activity. The meaning of professionalism and its application to management and managing professional workforces are considered, as well as the varieties and roles of leadership in the nonprofit sector. The course combines the study of ethical principles and value analysis derived from law, philosophy, and the arts and humanities with the examination of case studies in dilemmas in contemporary nonprofit organizations.

MAND 420: Organizations and Management (3 credits)
This course examines theories of organizations and general concepts and principles of management, governance, and leadership. Organizational design, behavior, performance, and effectiveness are studied, and the special character and management problems of nonprofit organizations are highlighted and analyzed.

MAND 430: Management of Human Resources
(3 credits)
Theories and principles of managing people in organizations are addressed in this course, including motivation theory and human-resource-development strategies. Particular attention is devoted to issues critical to nonprofit organizations, such as the management of volunteers, management

of professionals, working with trustees, and staff/board relationships.

MAND 471: Practicum 1: Organizational Effectiveness (1 credit)
In this course students analyze an organization's history, financial condition, management policies and practices, and information and communications processes and produce a written report for presentation to faculty, peers, and managers of the organizations under study. (Must be taken concurrently with Practicum 2.)

MAND 472: Practicum 2: Governance and Management of Change (2 credits)
In this course students will investigate a problem related to governance and organizational change in a selected nonprofit organization. Students design and implement a process to define the problem, identify alternative courses of action, select an appropriate course of action, and implement the decision. Alternatively, a thorough historical "post mortem" that facilitates organizational learning and improves the organization's ability to handle similar problems in the future may be conducted. (Must be taken concurrently with Practicum 1.)

MAND 473: Practicum 3: Strategic Planning (3 credits)
In this course teams of students design a strategic plan for a nonprofit organization as a whole or for a particular program or unit of a nonprofit organization. Internal strengths and weaknesses as well as opportunities and constraints in the external environment are considered. The team presents a strategic plan that helps set direction and chart a path to achieve organizational objectives. The practicum experience is coupled with classroom instruction in the principles and methods of strategic planning and management. (Prerequisites: Practicums 1 and 2.)

MNO PROGRAM DESCRIPTION

Electives
Two open elective courses offer MNO students the opportunity to gain depth in a particular technical competency such as marketing or in a given professional discipline such as the fine and performing arts or social work.

Intensive Weeks
Two five-day intensive weeks are required of MNO students. The initial intensive week takes place in late August prior to the first (fall) semester of MNO study. Week I includes an orientation session, the first computer workshop, and MAND 405 (Ethics, Professionalism, and Leadership). The second intensive week takes place in early January prior to the second (spring) semester of MNO study. It consists of MAND 425 (Financial Accounting and Reporting) and the second computer workshop.

The Practica
The curriculum includes three practica. They stress experiential learning and teamwork under supervision by faculty and in cooperation with participating nonprofit organizations in a variety of fields. This approach is designed to produce useful results for the participating organization as well as critical knowledge for the student.

Concentration
Students have the option of declaring a concentration in a professional discipline such as social services, one of the fine and performing arts, or a technical field. A concentration involves choosing electives from those offered by the CWRU school or department in the given field.

In addition to selecting appropriate elective courses, concentrations require that the three practica be undertaken with organizations in the given field or with an appropriate technical orientation.

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Forsyth Technical Community College

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Community College Leadership Program

PROGRAM DESCRIPTION

The future of the NC Community College system and the state of North Carolina is dependent upon the quality and diversity of its future leaders. In its report, *Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges*, the Commission on the Future has challenged the system to identify, train, and renew its leadership and to expand opportunities for a wide range of personnel. To ensure their vitality, the Commission states, "the Community Colleges must establish an outstanding professional development program with an interdisciplinary approach to leadership training."

The Community College Leadership Program is a response to this challenge and is sponsored by the North Carolina Chapter of the American Association of Women in Community and Junior Colleges (NC-AAWCJC). Its purpose is to develop future community-college leaders in North Carolina. NC-AAWCJC believes that quality leadership is important in all levels of community colleges and that excellence with equity can best be fostered through broad-based professional development opportunities offered to a diverse group.

PROGRAM GOALS

The goals of the program are as follows:
- To strengthen the leadership skills of community-college employees at all levels.
- To assist colleges in identifying, motivating, and training women and minority employees who can assume leadership roles in their own institutions.
- To inform potential leaders about the history, structure, and governance of the community-college system.
- To promote opportunities for networking among employees in the community-college system.
- To provide a pool of qualified leaders in community-college education.

PROGRAM PARTICIPANTS

This leadership training program is designed for persons who have or seek opportunities for leadership within their own organization. Emphasis is placed upon the recruitment of women and minorities.

PROGRAM CONTENT

The seven-month program offers participants organized learning experiences to acquaint them with community college issues and helps them to develop leadership skills:
- Personality Styles
- Teamwork
- Understanding the Community College System
- Governance and Budget Issues
- Leadership Diversity
- Gender Talk
- Institutional Politics
- Advancement Strategies
- The Leadership Challenge
- Goal Setting
- Assertiveness Skills
- Communication
- Leadership Styles
- Conflict Management
- Dealing with Difficult People
- Managing Diversity
- Problem Solving
- Decision Making
- Career Planning
- Empowerment
- Managing Change
- Visioning

* * *

Lake County Board of Alcohol, Drug Addiction and Mental Health Services

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Introduction to Leadership: Theory and Practice

COURSE INTRODUCTION

[Editor's Note: The following course, offered in two parts by Lakeland Community College, was designed for stabilized mentally ill students.]

COURSE TEXT

Yukl, G. *Leadership in organizations.*

PART 1

Grading
Grades will be based as follows:

Attendance	20%
Individual papers and projects	16%
Group projects	24%
Midterm Exam	20%
Final Exam	20%

If a student passes either the midterm or final examination, he or she may become eligible for scholarship aid from the leadership program to take regular classes for credit from Lakeland Community College when he or she writes his/her advanced self-development program. See instructor for details.

Extra credit or make-up work for missed assignments will be available. Generally, this work will consist of reading assignments from the supplementary reading list, with written reports required.

Group Projects

During the course, each student will be assigned to four different ad hoc project groups. The groups will plan, implement, and evaluate a service project, with each student having the opportunity to serve once as a group chairperson.

Course Outline

Session	Topic/Assignment
1	Course Overview, Goal Setting, Attitudes of Successful Leaders. Assignment of individual paper, "The Toughest Thing I Ever Accomplished" with Excuse List.
2	Organizing a Group Project and Effective Communication, Initiative, and Follow-through. Individual paper due; discussion of papers.
3	The Nature of Leadership. Assignment due: Yukl, Chapter 1. Assignment of first leadership groups.
4	Videos: "The Time of Your Life" and "Managing Stress." Groups meet at end of class.
5	First group projects due: Written reports with oral summaries. Questions and answers regarding problems encountered and difficulties solved.
6	Team-building, Conflict Resolution, and Management Styles. Assignment of second leadership groups.
7	Self-Assessment, Training, and Time Management. Individual Development Projects assigned.
8	Sources of Power and Influence. Assignment due: Yukl, Chapter 2.
9	Second group projects due: written and oral summaries.
10	The Environment of Leadership: Internal, External, Professional, and Political. Assignment of third group projects.
11	Midterm Examination.
12	Power and Leader Effectiveness. Assignment due: Yukl, Chapter 3.
13	Third group projects due: written and oral summaries.
14	Human Nature: MacGregor's Theory X and Theory Y. Assignment of fourth group projects.
15	Videos: "Decisions" and "Leadership: Style or Circumstance?"
16	The Nature of Managerial Work. Assignment due: Yukl, Chapter 4.
17	Fourth group projects due: written and oral summaries.
18	Situational Problem Solving.
19	Effective Leadership Behavior. Assignments due: Yukl, Chapter 5; reports on Individual Development Projects.
20	Review for Final Examination.
21	Final Examination.

PART 2

Grading

Grades will be determined as follows:

Attendance and class participation	25%
Papers and exercises	25%
Midterm Exam	25%
Final Exam	25%

Anyone who gets an "A" on both the midterm and final exams will get an "A" in the course. Extra credit is available for missed assignments.

Persons who pass either the midterm exam or the final exam will be eligible for scholarship aid for regular Lakeland Community College classes. However, you must pass the regular test. Make-up exams do not count toward this eligibility requirement.

Course Outline

Session	Topic/Assignment
22	Leadership and Politics: Lobbying and Advertising.
23	How to Win an Election.

24 Effective Managerial Behavior.
Assignment due: Yukl, Chapter 7.

25 Video: "Meetings, Bloody Meetings."
Assignment due: Finish Yukl, Chapter 7.

26 Organize Group Project.

27 Situational Determinants of Leaders' Behavior.
Assignment due: Yukl, Chapter 8.

28 Public Relations: Media, Image Making.
Exercise: Press Releases.

29 Public Relations: Consequences, Damage Control, Handling Criticism, and Staying on Course.

30 Managerial Traits and Skills.
Assignment due: Yukl, Chapter 9.

31 Midterm Examination.

32 Establishing a Budget.

33 Monitoring a Budget.

34 Charismatic and Transformational Leadership.
Assignment due: Yukl, Chapter 10.

35 Video: "Creative Problem Solving."
Assignment due: Finish Yukl, Chapter 10.

36 Community Organization/Protest.

37 Leadership in Decision-making Groups.
Assignment due: Yukl, Chapter 11.

38 Small Group Exercise: "Best President."

39 COR: Measuring Power in Groups.

40 Overview and Integration.
Assignment due: Yukl, Chapter 12.

41 Final Examination.
Assignment due: Report on group project.

THOUGHTS ON CURRICULA FOR THE STABILIZED MENTALLY ILL

Of interest to those contemplating a leadership program for primary mental-health consumers are four sets of issues in which the Lake County, Ohio, program has experience. These are start-up issues, content issues of the curriculum, coordination and advocacy issues, and evaluation issues.

Start-up Issues

One of the first hurdles which needed to be overcome was the assumption that proficiency tests or other aptitude tests are necessary before a client can be enrolled in a college-level curriculum. Lake County's program tried three different levels of suitability screening: a) total open enrollment, i.e., no screening; b) a written statement of educational goals along with professional recommendation; and c) the successful completion of a noncredit, closed-enrollment (for mental-health consumers only) lifelong-learning class.

We found no statistically significant differences among the success rates of the three groups. Since self-selection seemed to be no less creditable a procedure than any other, it was decided to establish a permanent open-enrollment policy for the program.

Another start-up issue was whether to have students enroll in closed classes, for mental health clients only, or to integrate them into regular classes at the community college in which we were operating. Our experience has shown that there are some advantages to having the first class conducted on a closed basis; this procedure helps with orientation and establishing a supportive environment where the consumer is with friends as he/she begins (or restarts) the college experience. Thereafter, for those successful in the first course, an integrated enrollment policy works well, emphasizing standard catalog courses instead of special curricula.

We did find that for closed courses, it works best to use staff familiar with the mental-health system rather than regular faculty. The main reason is the presence of self-consciousness and stigma-stereotypes on the part of faculty members, rather than the mental-health consumers themselves. When primary consumers are anonymously enrolled in regular classes, the situation usually works out well.

Content Issues of Curriculum

There are three different disciplines which are used as a starting point for development of a leadership curriculum. These are communications, political science, and management/administration. (See Miriam B. Clark and Frank H. Freeman, [1990], *Leadership Education*, Greensboro, NC: Center for Creative Leadership.) Since the focus of Lake County's program is on team-building for the independent, consumer-operated, nonprofit corporation of Bridges, a management/administration approach was chosen.

In addition to theory, discussion, and exercises, our program also included a strong activity or practicum component. In each class, every student was assigned to a total of four staggered activity groups and was directed to accomplish a specific task. He/she was chosen to serve as the chairperson of at least one of those groups. The group, which had a membership of three to five persons, discussed the assignment and filled out an action plan describing how they intended to undertake the project by the prescribed deadline. The group then submitted a written report on the project to the instructor. This paper included a section on problems encountered and the attempts to resolve them, as well as a description and evaluation of the project. Finally, an oral report was given to the class before the next project was assigned.

These projects were warmly received by the students, since they offered practical experience in team-building and developing skills useful in a nonprofit service agency such as Bridges, Inc. The tasks assigned were short-term and time-limited. They were the types of activities which would be commendable if completed but would do no harm if unsuccessful. An example would be to make five posters publicizing the home games of the women's volleyball team and put them up in the student center. By choosing this modest type of project initially, there was no danger that the instructor would feel compelled to interfere so that the project would not fail. In the advanced class more sophisticated projects were undertaken, such as throwing a party for the senior citizens at the local center.

This curriculum attempted to address both the needs of Bridges, the organization, and the personal goals of the individual students. By learning such administration techniques as time management, setting of goals and objectives, and monitoring of progress, the student should be able to take better control of his/her own life goals.

Another consequence of the activities was to involve mental-health consumers in civic service projects of a broader scope than ones limited to the mental-health subculture. By helping senior citizens, for example, or conducting a "What's Right with Painsville Day" with local businesses, consumers established themselves as problem-solvers and service-givers rather than only takers. This is beneficial not only to the self-concepts of the consumers themselves but also to antistigma efforts in the community.

Finally, as with any college course, the instructor needed to make a decision on grading standards. There seemed to be no problems associated with maintaining the same standards set for regular college freshmen at the community-college level. It was felt that the student deserved honest feedback on how he/she was doing so that he/she could plan career development wisely.

Coordination and Advocacy Issues

Educating the existing faculty at the cooperating community college was an adventure. When the program was first presented to the social-science faculty, they voted unanimously to reject participation in it. They expressed the view that academic standards would be violated and that disruptive behavior would become a problem. They requested that mental-health clients be required to identify themselves as such and register with the college, that they take screening tests and orientation courses not required of regular students, and that they submit to medication monitoring. There were a number of comments suggesting confusion between persons with mental illness and educationally handicapped individuals.

These and other issues were patiently discussed with the faculty and progress was made, thanks in large part to the perceptive and sensitive guidance of the dean of social sciences. A turning point occurred when the president and vice president of Bridges met with representatives of the faculty. Their articulate and intelligent discussion of the issues did much to dispel the stereotypes about recovering mentally ill persons, stereotypes that even educated persons sometimes hold. At the final meeting the faculty members were strong advocates of mainstreaming, personal choice, and inclusion for mental-health consumers. One faculty member volunteered to teach the advanced leadership class, suggesting that it be open to all students interested in the subject matter, including mental-health consumers.

As indicated above, integrating consumers into regular college courses has been accomplished smoothly. If a consumer does not do well, the typical behavior is to stop going to classes, not to become disruptive. In most cases, faculty members have no idea who is or is not a student recovering from mental illness. The issue of self-disclosure is still left up to the student. If the person chooses to identify himself/herself to the excellent handicapped services office at the college, a number of supports and benefits, such as preferential enrollment in popular courses or certain types of financial aid benefits, are available.

In one case, a student who was unsuccessful wished to continue attending at the college, apparently because she enjoyed the trappings of the institution rather than the progress it gave her toward career goals. Her immature behavior caused her to become disruptive, and regular faculty members did not know how to deal with the situation. It was felt that honest feedback was the best policy in this case, too. Financial support to continue at the college was withdrawn and alternative-career-path counseling was begun. The fear that a student would be crushed by lack of success seems to be unfounded as long as viable alternatives are presented.

Evaluation Issues

Evaluation of this program is in its infancy, but some preliminary figures are suggestive. To avoid "creaming," it is important to note the number of persons who express an interest in the program and make initial contact and to use this as a benchmark for measurement. Typically the pre-entry hurdles to getting into a program can cause the less determined and self-confident to fall by the wayside, inflating one's success figures. Waiting lists, delays in matriculation, insecurity and anxiety based on the requirements of new routines, approach-avoidance conflicts, and so forth, can cause people to drop out before the first class begins. A good program should try to anticipate and alleviate these difficulties as part of its overall effort; but sometimes this attrition isn't even recorded.

For Lake County's program, about 50% of the persons who initially express interest in the leadership curriculum complete the first class successfully. If we take as the starting point those who attend at least one class, there is a 60% success rate. Interestingly, the same success rates are maintained for mental-health clients who matriculate in regular college offerings. We need more research of success rates in conjunction with various other intervention criteria to see what, if anything, can be done to improve these rates.

In the meantime, it seems apparent that mental-health clients do not need a step-by-step approach to reentering college. Although peer support is helpful, there is no evidence that this population does any better as a result of closed-enrollment classes or special noncredit orientation sessions than with the simple sink-or-swim entry into mainstream courses. The leadership curriculum is useful because of its content, not because it teaches mental-health clients how to become college students. So any mental-health system contemplating a program of support for postsecondary education for its clients would do well to allow multiple points of entry. Clients themselves should have the choice of beginning with regular classes, beginning with closed-enrollment classes with special faculty and peers, or beginning with noncredit lifelong-learning classes.

Similarly, and causing greater complexity for the evaluation process, there should be a number of jump-off points from the program as the consumer refines and evaluates his/her career objectives. The first president of Bridges, for example, dropped out of the organization and the leadership program after one year and is now concentrating on going to college full-time to earn a bachelor's degree in communications. She is doing well, having received dean's list recognition this last quarter. Obviously, her decision to not continue in the leadership program was not an indication of program failure but of the client's interests growing in a different direction.

Future improvements for the program will include trying to involve program graduates and Bridges members in leadership classes; exploring the idea of class coaches, based on the job coach model for borderline students; and further integration of client needs with the standard programs available at the community college.

University of Missouri–St. Louis

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Leadership and Management in Nonprofit Organizations

COURSE REQUIREMENTS

- Reading requirements will include three major texts listed below as well as selected articles from a variety of sources listed below.
- Two papers will be assigned. The first will be a take-home essay exam in which students will be asked to respond to one or two topics. This will be a five- to ten-page typewritten essay. The second paper will be a major paper involving field research and case study due at the end of the term. There will be differential requirements for graduate students. Their papers will be of greater length and require greater depth and scope of research and literature review. The undergraduate papers will be ten to fifteen pages in length. These papers will focus on a case-study project in which students will apply their knowledge from the course to analyzing the organizational effectiveness of a nonprofit organization in St. Louis and recommending strategies for its improvement. They will have to specify the goals and objectives by which the improvement in organizational effectiveness would be measured. For example, they might analyze and recommend strategies for improving the marketing of services of a family and children's service agency. Or they might analyze and recommend strategies for improving the fund-raising and other resource mobilization of a local arts organization.

  Part of the case study will include group work in which students will organize in small groups and study a specific organization. They will give group reports on the organization. The final paper, however, will be written individually and require each student to specify the particular goals and functional area of the organization they seek to improve.

- A final requirement will be active participation in class discussion.

COURSE TEXTS

Gardner, J. (1991). *Leadership*. Independent Sector.
Hodgkinson, V., & Lyman, R., et al. (1989). *The future of the non-profit sector*. Jossey-Bass.
Knauff, E. B., Berger, R., & Gray, S. (1991). *Profiles of excellence: Achieving success in the nonprofit sector*. Jossey-Bass.

Supplemental readings include:

O'Connell, B. (1983). *America's voluntary spirit: A book of readings*. New York: Foundation Center.

Additional reading assignments will be made from numerous selected articles in the following journals and periodicals: *The Taft Nonprofit Executive, Nonprofit and Voluntary Sector Quarterly, Chronicle of Philanthropy, Issues & Observations* (Center for Creative Leadership), *Arts Management, Association Management, Citizen Participation, Foundation News, Journal of Community Action, Voluntary Action Leadership*, and *Public Administration Review*.

COURSE OUTLINE

Session Topic/Assignment

The Independent Sector: Volunteerism, Public Policy, and the Voluntary Sector in the United States

1-2 The Scope and Dimensions of the Independent Sector
- Economic and Social Characteristics of the Independent (Voluntary) Sector
- Interaction among the Independent, For-profit, and Public Sectors

Examine public policy issues including government support for nonprofit organizations, tax reform, lobbying regulations, competition between small business and independent sector organizations.

3-4 The Role and Scope of Philanthropy in the United States
- The History of Philanthropy
- The Patterns of Individual and Corporate/Foundation Giving

Topics include what types of nonprofit organizations receive what levels of philanthropic support; and trends and differences among individual, corporate, and foundation giving.

5 The Role of Volunteerism and the Voluntary Sector in Our Democratic Society
- Citizen Participation in Voluntary Associations
- Voluntary Associations, Pluralism, and Democracy

Includes a look at the role of voluntary associations as advocacy interest groups in the public policy-making process.

Voluntary Organization Management and Leadership

6-7 Nonprofit Organizations: Their Dynamics, Functions, and Membership Structures
- Structural and Functional Models of Voluntary Organizations
- Board-Staff-Volunteer Relations and Roles
- Membership Development: Recruiting, Training, and Managing Volunteers
- Roles and Sources of Volunteers

First paper due Session 8.

8-10 Leading and Managing Nonprofit Organizations
- The Governance of Nonprofit Organizations: Boards and Chief Staff Officer
- Board and Staff Roles and Responsibilities
- Fundamentals of Leading Nonprofit Organizations
- Planning and Budgeting
- Staffing, Motivating, Supervising, and Communicating with Staff and Volunteers

11-13 Resource Mobilization
- Fundamentals of Fund-raising
- Individual, Corporate, Foundation, and Public-sector Fund-raising
- Community, Public, and Constituent Relations
- Generating Other Revenues (Auxiliary Enterprises, etc.)

14-15 Program Development, Marketing, and Management
- Community Needs and Resource Assessment
- Program Planning, Development, and Marketing
- Program Evaluation

Final paper due Session 15.

* * *

University of Wisconsin Cooperative Extension

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Wisconsin Community Leadership Development Program

PROGRAM DESCRIPTIONS

Workshops
Workshops provide a 10- to 12-week introduction to different topics and analytical skills. These are conducted locally in urban Wisconsin communities with significant concentrations of African-Americans, Latinos, Native American Indians, and Southeast Asians. In the past, workshops have been conducted in Madison, Milwaukee, Racine, Kenosha, and Beloit. Workshops meet one evening a week for a three-hour session.

WCLD workshops are structured around a community problem-solving process. The need for a systematic problem-solving process is explored in the first week, and one such problem is introduced. Subsequent weeks explore each of the stages of the problem-solving process in more detail and develop some of the skills that the particular stage requires. A recent workshop sequence included the following sessions: The Challenge of Multicultural Collaboration, Introduction to a Community Problem-solving Process, Visioning a Better Community, Analyzing Power at the Community and City Levels, Assessing our Community's Needs, Elements of Community Organizing, Practicing Shared Leadership and Evaluation, and Introduction to Public Policy at the City and County Levels.

While some resource persons are occasionally invited, most of the sessions are structured around participatory exercises that allow participants to share and systematize the knowledge gained from their own experiences as community activists. Articles and other written materials are provided to participants as references to be consulted in the future. One last component of the workshops is the requirement to participate in a group research project. Groups are formed at the second meeting based on shared interests. Each group methodically analyzes a community problem, using an explicit problem-solving model, and prepares an action plan. Written group reports are submitted at the last session, where each group also gives a short public presentation of its projects.

Workshop participants are eligible for three to five continuing education units from the University of Wisconsin-Extension.

Seminars
Seminars are the advanced component of WCLD's training program. They are organized in a two-year cycle of eight seminars that meet quarterly. With the exception of two out-of-state seminars which last a week, seminars last two-and-a-half days.

Seminars are open to participants from throughout Wisconsin who have completed the semester workshop series. Each seminar takes place in a retreatlike environment and is entirely devoted to an in-depth exploration of topics chosen by the participants. Some topics explored by past seminars have included: Community Economic Development, Quality Education, Inner-city Violence, Health-care Alternatives, and Community Support for Institutionalized Populations.

Seminar format often changes, but typically it includes four three-hour sessions, special-topic evening sessions, planning sessions for future seminars, a concluding session, and a session for collective and written evaluation. The four three-hour sessions address different aspects of the topic at hand. They often include outside resource persons for the first hour, who later assist in facilitating further exploration of the topic in the context of small-group discussions. Small groups report on their conclusions, and a general discussion brings the session to a head. In some seminars the small groups stay together throughout and prepare written reports to share with each other.

The planning of seminars is also participatory. Participants decide on the topics for the eight seminars, and planning committees of interested persons are convened. Planning committees, including WCLD facilitators, meet several times to set the details, seminar format, and content. WCLD staff then make the necessary arrangements to execute the plan.

Seminars are fully multicultural, and enrollment is limited to 30-35 participants.

International Seminars
In July of 1991 WCLD organized its first international leadership exchange. It involved approximately 20 community-development workers from Native American, African-American, Latino, and Southeast Asian communities in Wisconsin, visiting for ten days with affiliates of the Association of Development Agencies (ADA) in Jamaica.

ADA is a Jamaican forum for collective analysis, discussion, planning, advocacy, and collaboration among several international, regional, and national nongovernmental organizations which support indigenous development initiatives aimed at effective social change.

The objectives of the exchange were to provide community leaders from the United States with a broader vision of approaches to community development and to broaden their perspectives about how other communities go about addressing human needs, especially under adverse economic and other conditions.

Currently, WCLD is drawing on its continuing-education experience to plan a second international leadership seminar in Ghana, West Africa. This seminar will provide 40 WCLD participants the opportunity to explore leadership strategies and styles in another culture. Some of the specific objectives will be to develop an understanding of: a) the pivotal role of women as community leaders, b) the role of local and national leadership in revitalizing the country's economy, and c) the place of quality education in economic development. The Ghana seminar is planned for the summer of 1994.

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OTHER COURSE AND PROGRAM RESOURCE MATERIAL

In the process of sorting and selecting materials for this new edition of the *Source Book*, we found we had received a number of documents that did not fit neatly into any of our section categories. We felt that many of these items would be useful to those designing or updating leadership programs, so we created this new section to include them.

Some of the entries in this section are not course or program descriptions, but rather curricular guidelines. For example, the *Core Curriculum of Leadership* developed by the Ontario Ministry of Agriculture and Food was designed to "serve as a launching point for assessment of training needs or program development." Other listings, like Cornell University's *LEAD New York: Empire State Food and Agricultural Leadership Institute*, describe programs for very specific audiences.

Several of the documents represented in this section were quite long; in these cases, for space reasons, we have provided only a brief description or skeleton outline. To get the complete document, contact the person listed at the beginning of the entry.

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Advanced outdoor course to prepare participants for leadership in wilderness programs.

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Ontario Ministry of Agriculture and Food, Chuck Bokor and Jack Hagerty 222
Core curriculum of leadership for training-needs assessment or program development.

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Virginia Department of Personnel and Training, Barbara J. Patteson 226
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National leadership fellowship program for young professionals.

Wilderness Education Association, Jack K. Drury 229
National standard program for certifying outdoor leaders.

Center for Educational Leadership

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Student Leader Program & Teacher Leader Program

PROGRAM SUMMARY AND BACKGROUND

The Center for Educational Leadership (CEL) is a privately supported organization that provides active, involved community-leadership experiences for teachers and students in the Kentuckiana area. It promotes education reform and enhances leadership performance by training participants to become trustees of their community.

CEL consists of two programs: the *Student Leader Program* in which 45 high school sophomores participate in a year-long program of involved educational days, and the *Teacher Leader Program* in which 35 elementary-, middle-, and high-school teachers participate in a year-long program of involved educational days.

Day-long programs are planned and executed on topics of community interest throughout the year. Experts in critical issues facing our community meet with the participants on separate monthly tracks for students and teachers. Between opening and closing retreats and graduation, study topics may include: arts and leisure, politics, government, media, social justice, human needs and services, and economic development.

Any K-12 public-, private-, or parochial-school classroom teacher or librarian in the metropolitan Louisville and Southern Indiana area may apply to CEL. Applications are reviewed by a selection committee and participants are chosen on merit. The administrative staff at each area high school is invited to select and submit the name of one high school sophomore each year. Students are admitted on the basis of the school's recommendation.

SAMPLE PROGRAM DAY: THE CRIMINAL JUSTICE SYSTEM

Objective
To present an overview of the criminal justice system, focusing on its actual operation, its real and perceived problems, its fundamental needs, ideas for change, and recommendations for improvement.

Activities
- Introduction to the Court System: Jury Orientation
- Judge, Prosecutor, Defense Attorney and Police Officer: The Roles of the Participants in the Adversary Legal System
- The System at Work: A Pretrial Suppression Hearing (demonstration)
- Analysis of the Suppression Hearing and the Utility of the Exclusionary Rule
- Lunch at the Jefferson County Jail
- Booking, Holding, and Detention: The Jail Tour
- Exercise in Sentencing
- Criminal Justice in Crisis: Some Myths, Some Realities, and Some Questions (Roundtable Discussion)

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Cornell University

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LEAD New York: Empire State Food and Agricultural Leadership Institute

PROGRAM BACKGROUND

Today's world is a world filled with profound change—and with change comes challenges and opportunities. Many of these challenges are on the doorstep of New York's food and agricultural industry. This $24 billion-dollar-a-year industry will continue to face complex issues involving competitiveness, nationally and internationally; technological innovations; environmental regulations; labeling laws; food safety; changing consumer demographics; labor shortages; and a host of other factors that will affect the future of the state's number one industry.

Strong, clear leadership in the food and agricultural industry is more critical than ever before—at home and abroad. New York recognizes its greatest resource in meeting these challenges is the development of young men and women leaders.

The Empire State Food and Agricultural Leadership Institute has been established to build the next generation of food, agricultural, and community leaders.

PROGRAM OBJECTIVES

The overall purpose of the leadership institute is to develop leaders who will become increasingly involved in a broad range of public policy issues facing the industry and communities at the local, state, and national levels. The objectives of the program are:

- to increase the participant's understanding of the state's food and agricultural industry and its interrelationships;
- to improve the participant's leadership and communication skills;
- to increase the ability of the participant to represent the food and agricultural industry in the public policy-making process.

PROGRAM DESCRIPTION

The leadership institute is a two-year program consisting of approximately 50 days of seminars, workshops, and field travel experiences in and out of New York state.

Class members participate in monthly three-day workshops from November through early June. Each workshop is held in a different part of the state. During the first year, class members will take part in a four-day New York City food industry study tour in April; during the second year they will travel to Washington, D.C., for five days, and to another state for ten days to make a comparative study of the food and agricultural industry of that region.

During the first year, the program curriculum emphasizes the basic characteristics, trends, forces, and interrelationships affecting all aspects of the food and agricultural industry. The sessions and travel experiences also explore community issues such as solid-waste management, unemployment, and urban encroachment. In the second year, the program focuses on the study of the policy-making processes at local, state, and national levels.

The development of communications and leadership skills is emphasized throughout the program. Class members have many opportunities to practice these skills as they chair workshop sessions, react to speakers, make presentations, network, and plan programs. The class is also encouraged to develop a class project that will further the leadership efforts of New York State's agricultural and food industry.

PROGRAM PARTICIPANTS

The leadership institute is designed for young women and men in the early stages of their careers in the food and agricultural industry. Selected participants have demonstrated their leadership abilities and have the potential for further leadership development.

Fifty percent of the institute's participants, limited to 30 per class, represent production agriculture; 50 percent represent food and agribusiness operations and associated occupations such as education and government.

Participants come from diverse backgrounds with different interests and different goals, but they all have a common commitment to the future of New York State's food and agricultural system.

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LINC Corporation

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Twenty-first Century Leadership

COURSE INTRODUCTION

This is a new leadership course based on the book, *21st Century Leadership—Dialogues with 100 Top Leaders*, by Lynne Joy McFarland, founder and chairman of LINC—Leadership Into the Next Century. Lynne's co-authors are Dr. Larry Senn and John Childress. The course is offered to presidents, deans, professors, and students in universities, colleges, business schools, and other graduate schools.

A new look at leadership is vital at this time because, as Peter Drucker points out, we are living in an unprecedented period in history. We are on the eve of a new century—when such profound changes are taking place that we need to reinvent not only our organizations and institutions but also ourselves as leaders.

In recent years, major shifts have put great pressures on leaders in every sector. These enormous changes, brought about by increased global competition and economic, political, and social upheaval, demand leadership that is so completely revolutionary that it challenges all our old paradigms, our models for thinking and acting. As individuals, as a nation, and as a global community, we are all witnessing a fundamental transformation in what leadership is and what the elements of effective leadership need to be for the 21st century.

COURSE OUTLINE

Part 1: The Changing Game

Components:
- A New Era of Global Competition
- Increased Complexity and Rate of Change
- The Demise of Hierarchy and Position Power
- Mastering the Changing Game

Theme:
Part 1 describes the "Changing Game" and provides the foundation for understanding not only why leadership needs to change but also what changes are appropriate. We examine especially three major driving forces of change: globalization and its consequence of increased competition, the acceleration and complexity of change, and the decrease of hierarchies and position power. We then provide exercises on how to effectively master change.

Part 2: Empowerment—Unlocking Potential

Components:
- The New Empowerment Leadership Model
- The Keys to Unlocking Potential
- Models of Empowerment
- Becoming an Empowered Organization

Theme:
Part 2 contains dialogues around the question, "How do we best address the challenges of this Changing Game?" The overwhelming response from top leaders is, "We can't provide all the answers at the top. We need the contribution and creativity of every person in the organization. We need empowerment." Exercises are conducted to teach empowerment in a variety of situations.

Part 3: The Power of Vision

Components:
- Leadership and Vision
- Creating Vision
- Model Visions for Organizations
- Vision as a Leadership Tool
- Broader Visions

Theme:
Part 3 provides dialogues around the question, "What are the most effective 21st century leadership tools needed for an empowered high-performance organization?" The movement toward empowerment in the workforce is threatening for some and challenging for all. With less hierarchy and more participation, how do you keep people aligned, pulling together in the same direction at the same time? The power of vision is the critical leadership tool to move organizations forward in the future. New visions are created by each student so that vision becomes an easy-to-use tool.

Part 4: The New Road Map—Winning Shared Values in a Healthy Culture

Components:
- The Foundation—Ethics and Integrity
- Winning Shared Values
- Models of Healthy Cultures
- Shaping a Healthy Culture

Theme:
In Part 4 we ask, "In an empowered organization guided by vision, there are fewer rules, regulations, and unquestioned policies. How is order kept and what governs behaviors?" We present a 21st century road map, consisting of winning shared values and a healthy culture for an organization. Exercises are provided on how to develop winning values and cultures as vital tools for leadership.

Part 5: The Quality/Service Imperative

Components:
- The Keys to Future Survival
- Implementing the Quality/Service Imperative
- Perfecting the Quality/Service Imperative
- Evaluating Your Quality/Service Imperative

Theme:
Part 5 introduces the Quality/Service Imperative as the key response to the challenge of global competition. In a global economy the greatest demand is to provide total quality and superior service. We address not only the growing importance of this imperative but also the reasons why many quality efforts fall short, if not fail miserably, and how effective leaders can avoid that fate. Students participate in quality exercises designed to enable them as leaders to gain mastery in this area.

Part 6: Redefining Leadership for the Next Century

Components:
- Everyone as a Leader
- Bringing Out the Best in Everyone
- Leadership versus Management
- Sensitivity in Leadership
- The Holistic Leader

- Leaders as Change Masters
- Mastering the Art of Change

Theme:
Part 6 redefines leadership and provides the key characteristics of a highly effective 21st century leader. As empowerment, vision, values, and healthy cultures become essential for success in organizations, what does this mean personally for leaders? How do they now reinvent themselves? Exercises are offered to develop key leadership characteristics that will enhance each student's natural abilities.

Part 7: Women in Leadership—Embracing Diversity
Components:

- Progress Toward Leadership Diversity
- The Feminine Contribution
- Achieving Diversity by the Year 2000
- Celebrating Diversity

Theme:
Part 7 addresses the need to embrace diversity, with a special focus on the value of women in leadership. Competing in the new global economy calls for the full use of all human potential in organizations. Increasingly, women and people of diverse backgrounds will be constructively affecting the workforce and direction of leadership. Exercises are conducted to expand the perceptions and actions involving diversity.

Part 8: Conclusion—A Call to Action for 21st Century Leadership
Components:

- A new Model for 21st Century Leadership
- Taking Your 21st Century Leadership Inventory
- Launching a New Era of High Quality Leadership

Theme:
In Part 8 we underscore the primary importance of world-class leadership, summarizing the new model. A personal leadership inventory is given, and a customized program is developed for ongoing leadership enhancement for each student. New arenas of high quality leadership are explored. Future directions are envisioned toward building a model 21st century society. At the end of the course, students are invited to join our network of 21st Century Leaders.

* * *

Meeting Planners International

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MPI/Hyatt Executive Leadership Development Program

PROGRAM BACKGROUND

The executive leadership-development program, sponsored by Meeting Planners International and Hyatt Hotels Corporation, is a four-day in-depth educational experience for senior meetings professionals. This residential-executive program features extensive interaction among participants and faculty through case studies, roundtable discussions, simulations, and team-building exercises. The program emphasizes management and leadership skills that transcend traditional boundaries.

PROGRAM OBJECTIVES

Participants in the MPI/Hyatt program will:

- Directly enhance their organization and job performance by taking an intensive look at the core of leadership and management behavior.
- Exchange views and ideas with colleagues in the same profession and with similar level of experience while obtaining perspectives from different organizations and industries.
- Gain a unique perspective on dealing with our changing environment through [illegible] state-of-the-art thinking and expertise of the faculty.
- Integrate the knowledge they acquire in the sessions with their own goals and objectives through the availability of faculty throughout the program.
- Participate in a small class (limited to 30 participants) to enhance the individual learning and interaction between peers and faculty.
- Build relationships with faculty and colleagues that will continue long after the program.

WHO SHOULD ATTEND?

Participants for the MPI/Hyatt Executive Leadership Development Program will be drawn from diverse organizations, industries, and regions to uphold the educational integrity and ensure a proper and logical balance of the class. This program is designed for the senior meetings professional. The following qualifications are required for admission:

- A minimum of ten years professional-management experience, which includes at least five years in a supervisory role. (Possession of an advanced graduate degree may be considered in substituting for experience.)
- At least three years experience in the meetings/hospitality industry.
- An intellectual curiosity, a willingness to share views and ideas, and a desire to improve performance.

PROGRAM CURRICULUM

The MPI/Hyatt Executive Leadership Development Program will explore a select number of topics in-depth. To ensure a worthwhile and extremely participatory experience, students will be expected to spend a significant portion of time reading and preparing for sessions. Reading materials will be sent to participants in advance of the program.

The Manager as Leader
This session takes a different look at leadership and management issues. Participants will learn to create an empowering environment for employees and supervisors to ensure high performance and job satisfaction. They will learn to incorporate the concepts of continuous improvement, systems management, and corporate culture.

Think Strategically
This session continues the conversation on leadership within the organization and beyond. Participants will learn to assess their organizational culture and the culture of their customers, their meetings, and events. They will learn to determine the process for fulfilling their mission and lay the groundwork for developing the direction they choose to follow. They will understand how thinking strategically will help one to be effective not only within one's organization, but personally as well.

Creating a Learning Organization
This session teaches participants to become lifelong learners and to instill the process of lifelong learning in the people within their organization and beyond. They will learn how to help themselves and others to accept new ideas and continue to perform at higher and higher levels.

Building Your Team
This session examines the importance and necessity of effective teams. Participants will learn advanced skills in teaming with employees, superiors, clients, vendors, and meeting attendees. They will learn to understand and implement issues management, facilitate problem solving, and capitalize on differing values and personalities.

Managing and Dealing With Change
This session explores the different levels and responses in the process of change. Participants will learn how to help themselves and others to overcome resistance and how to make the transition from ideas and innovation to application and implementation.

* * *

The National Outdoor Leadership School

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Mountain Instructors Course

COURSE DESCRIPTION

The Mountain Instructors Course develops and refines outdoor teaching and leadership skills in order to prepare participants for professional positions at NOLS and other wilderness programs. The five-week course includes in-depth review and expansion of curriculum in five fundamental areas: Safety and Judgment, Leadership and Communication, Outdoor Skills, Environmental Ethics, and Wilderness Education Skills.

Strength, stamina, and excellent health are essential both for carrying very heavy packs off trails high in the mountains and for full participation in the numerous classes and activities. Weather can quickly change from hot sunshine to a three-day blizzard. The inaccessibility of these remote wilderness areas necessitates conservative judgment, a positive attitude, and flexible planning skills.

The course challenges students to experiment with teaching styles and techniques while polishing skills, judgment, leadership, and supervisory abilities. Instructors Course students should expect an intense learning experience which includes academic study as well as a demonstration of skills.

Students are responsible for the preparation and delivery of two to four classes, both basic and advanced. Peer and staff feedback of class content, teaching techniques, and effectiveness is an essential part of the learning process.

Safety awareness in wilderness situations is a critical element of outdoor leadership. NOLS instructors teach safety-related classes, including river crossings, emergency procedures, and rock and snow climbing. Hazard evaluation, accident prevention, first aid, and evacuation procedures are thoroughly discussed and practiced on the course. Wilderness living skills and travel techniques are also an important part of the curriculum as are natural history, expedition behavior, and communication/evaluation skills.

Climbing is an important component of the NOLS curriculum and is taught and evaluated on the Mountain Instructors Course. After completing a careful progression of instruction and climbing experience, students are expected to set up and supervise top-rope and rappel sites in diverse mountain settings. Emphasis is also placed on further developing lead climbing skills.

The Mountain Instructors Course is conducted six times during the summer. Due to unpredictable weather, early and late season, the May and late August courses are broken up into sections: backcountry travel and a climbing basecamp. Those beginning in June, July, and early August will be entirely in the backcountry.

COURSE OBJECTIVES

As an overall course objective, we expect Mountain Instructors Course graduates to be capable of responsibly leading groups of novices through educational experiences in the wilderness.

Each course will be unique due to variables such as route, group dynamics, fitness levels, and environmental conditions. Working with these variables, it is our intent to accomplish the following specific outcomes.

Safety and Judgment

NOLS prepares instructors to teach and practice responsible habits that promote the health and safety of self and others. Course participants are expected to:

- Demonstrate knowledge of the hazards in a mountain environment and to know one's limitations.
- Describe and consistently perform specific techniques to reduce or avoid hazards.
- Describe emergency plans for groups in the outdoors in a variety of settings and circumstances.
- Be able to provide emergency and extended medical care appropriate to a remote wilderness setting, using available resources.
- Use experience and judgment to implement sound decisions and to follow decisions through to completion.
- Understand and support NOLS safety policies and procedures.

Leadership and Communication

Students are exposed to theory and practice of outdoor leadership, teamwork, and expedition behavior. At NOLS, expedition behavior involves commitment to the group, a positive attitude, and cooperation to achieve goals. Course participants are expected to:

- Work effectively as members of a team.
- Appropriately communicate ideas and concerns on individual and group levels.
- Accurately identify strengths, skills, and areas for growth in developing outdoor leadership styles in self and others.
- Plan and lead safe and environmentally sound expeditions.
- Use abilities and initiative in a teaching/leadership role with peers.
- Demonstrate effective problem-solving and planning skills.
- Provide effective oral and written feedback.
- Display an awareness of group strengths and limitations.

Outdoor Skills

Students are expected to live, travel, and guide others in the outdoors within a framework of safety and care of the environment. Course participants are expected to:

- Live comfortably in a mountain environment: camping, cooking, and dressing for varied conditions.
- Travel competently in mountainous terrain, using appropriate off-trail navigation, hazard evaluation, and river-crossing techniques.
- Demonstrate a thorough understanding of elementary climbing systems, including knots, belaying, and anchors.
- Set up and supervise top-rope and rappel sites in diverse mountain settings.
- Experience multipitch climbing and nontechnical peak ascents.
- Possess rudimentary skills and knowledge of snow travel techniques.
- Accurately assess skills, strengths, and endurance in self and others and apply those limits conservatively to given situations.
- Display basic natural history observation and interpretation skills.

Environmental Ethics

Students develop awareness of how to apply minimum-impact ideas to their lives beyond the course. Course participants are expected to:

- Consistently practice and teach sound minimum-impact living and travel skills.
- Use basic observation, interpretive, and teaching skills to demonstrate and convey an understanding, appreciation, and respect for the natural world.

- Be able to discuss history, facts, and potential solutions to specific environmental issues.
- Facilitate the transference of wilderness ethics and practices to daily life.

Wilderness Education Skills
This course prepares students to be wilderness educators as well as wilderness leaders. Course participants are expected to:

- Demonstrate the ability to effectively teach basic outdoor living skills.
- Demonstrate knowledge of environmental and safety concerns and their influence on learning in the wilderness.
- Be an exemplary role model of a safe and effective wilderness educator.
- Demonstrate motivation and enthusiasm in the pursuit of learning.
- Be effective in the presentation and utilization of learning opportunities, adapting to the variables of the course.

COURSE PREREQUISITES

Participants must be at least 18 years old and currently possess, at minimum, Advanced First Aid or First Responder certification. NOLS looks for people knowledgeable in outdoor skills, rock climbing, teaching, communication, and natural sciences, with a solid background of wilderness outdoor experience. Admission is selective. A panel of NOLS staff chooses among applicants, using outdoor resumés, recommendations from outdoor professionals, and prior NOLS evaluations as a basis for selection. We look for initiative, creativity, and potential for growth as a wilderness educator. Approximately 60% of those selected are graduates of previous NOLS courses. The other 40% are nongraduates with excellent outdoor and teaching resumés.

COURSE EVALUATIONS AND FUTURE EMPLOYMENT

Instructors evaluate students on the following areas: safety and judgment, teaching, attitude towards education in the outdoors, communication, expedition behavior, leadership, conservation practices, climbing and outdoor skills. At the conclusion of the course, each student receives a written evaluation for documentation of his/her abilities when seeking employment with NOLS or other outdoor programs. Those who pass the course with strong performances and potential are eligible to work a course as an instructor at NOLS. Currently about 70% of those passing eventually work for NOLS, but job opportunities cannot be guaranteed. Those who wish to be available for work the same summer as they take the course are advised to apply for a May or June course date. Full instructor certification is based on evaluation at the end of the first course as an instructor.

We look for initiative, creativity, and potential for growth as a wilderness educator. We operate on the premise that there is always more to learn and areas in which to grow, no matter what one's skill level, knowledge, or experience. The instructors course is a demanding learning experience, and there is little free time during the course. Those who do well bring a positive attitude towards learning and growing, an attitude of respect and support for others, and an attitude of care and enjoyment of the natural environment.

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Ohio State University

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4-H Leadership Development

PROGRAM BACKGROUND

The 4-H program is rather unique in its educational approach in that it offers training and learning laboratories to test the results of the training. While teen leaders are a part of the youth education audience, they can play an important leadership role in the county program at the same time. Teens can prove to be some of the most effective recruiters of younger children. They often provide idealized leadership examples for younger members.

If 4-H professionals can effectively train and channel the energies and abilities of these teen 4-H members, they can strengthen and expand their programs to reach wider audiences. However, solid teen programming does not happen consistently by chance or accident. In order to conduct an effective leadership program it is important that 4-H professionals and volunteers have an understanding of what leadership is, characteristics of leaders, how to communicate leadership skills to youth, and how to provide the learning experiences that combine actual leadership experience within a controlled-risk setting (assuring high levels of success).

This document is designed to expand your thinking on possibilities for using teen leaders in your program. It is not designed to be a list of required programs, rather it is designed to help you look for ways to most effectively help your teen 4-H members get the broadest possible learning experience from their 4-H participation. As we design training opportunities and learning experiences, we need to be looking more consistently toward providing learning experiences for both teen volunteers and adult volunteers that will help them "build their resumés" for becoming gainfully employed in the work world.

One of the most pressing issues facing the United States and its youth-serving organizations today is how to best facilitate the development of our youth. The future of the nation and the future of world civilization will soon rest in the hands of today's young people. To become productive and contributing individuals who can be effective and proactive in determining the course of tomorrow's world, today's youth must develop positive leadership knowledge, attitudes, skills, and aspirations. Preparing today's young people for their roles as tomorrow's leaders is a challenge we all face. What follows is an overview of 4-H youth leadership-development programs which are being conducted in Ohio to help meet this challenge.

DEFINITION OF LEADERSHIP

The working definition used in the Ohio 4-H program is "a broad concept related to the knowledge, attitudes, skills, and aspirations utilized by one or more persons in influencing, motivating, inspiring, and otherwise causing desired actions and reactions by others." Rather than limiting the focus of the programs to leadership as defined by a particular scholar, or to a particular perspective, it is the intent of 4-H faculty to incorporate and accept a variety of viewpoints in a broad definition which includes and synthesizes diverse opinions and theories. "Leadership development experiences" are similarly defined as "any learning experiences or background gained by individuals which facilitate the development of leadership."

Note: It is recognized that there are almost as many definitions of leadership as there are scholars and theorists studying the concept. Leadership is one of the most observed and least understood of all phenomena. Even those theorists who conceptualize leadership in frameworks of types and styles of leadership have not reached consensus on an all-encompassing system which takes into account the varied perspectives from which they view the concept.

However, the fairly complete scheme of classification developed by Stogdill and Bass (1981) which builds on the similarities between the many definitions of leadership advanced by scholars since the turn of the century has proven to be a helpful starting point for 4-H program development. This scheme defines leadership in eleven categories: a) a focus of group process, b) personality and its effects, c) the art of inducing compliance, d) the exercise of influence, e) a group of acts or behaviors, f) a form of persuasion, g) a power relationship, h) an instrument of goal achievement, i) an effect of interaction, j) a differentiated role, and k) the initiation and maintenance of structure.

PRINCIPLES OF YOUTH LEADERSHIP DEVELOPMENT

Effective youth leadership programs:
- Should be developed around stated purposes and goals.
- Encourage high expectations and confidence in youth and demonstrate respect for youth.
- Emphasize experiential learning and provide opportunities for youth to exercise genuine leadership.
- Enable youth to understand the history, values, and beliefs of their society.
- Promote awareness, understanding, and tolerance of other people, cultures, and societies.
- Involve youth in collaborative experiences, teamwork, and networking with peers.
- Help youth to develop skills related to leadership.
- Involve youth in significant relationships with mentors, positive role models, or other nurturing adults.
- Facilitate the development of individual strengths and personal characteristics.
- Encourage youth to provide service to others, to their community, to their country, and to the world.

[Editor's Note: The above represents only a small part of the document submitted by Kathryn J. Cox. Please contact her for additional information.]

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Ontario Ministry of Agriculture and Food

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Core Curriculum of Leadership

CURRICULUM SUMMARY

This document is a loose-leaf notebook developed from a strategic plan to provide relevant resources on 14 areas of leadership skills and knowledge. Each leadership area is defined by a rationale and supported by an outline of skills, knowledge, and attitudes. It is intended to serve as a launching point for assessment of training needs or program development. Originally intended as an internal resource for the Ontario Ministry of Agriculture and Food, it has been made available to other leadership-education practitioners.

CURRICULUM BACKGROUND

A *Taxonomy of Leadership Skills and Knowledge* was derived from various works in the leadership field. It was developed in 1990 by the Rural Organizations and Services Branch to help people better understand the characteristics of an effective leader.

The *Core Curriculum of Leadership* is based on this taxonomy and describes each of its 13 areas of leadership in more detail. For each area, a rationale or reason for its importance is given, along with a list of the knowledge, skills, and attitudes necessary to be an effective leader. These learning objectives may serve as a guide when assessing needs, designing programs, and developing new resources.

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Personal Development
Communicating Effectively
Understanding and Developing Oneself
Managing Meetings
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Organizational Development
Forming and Working With Groups
Planning and Mobilizing for Group Action
Managing Projects and Activities
Volunteer Management

Community Development
Understanding Society
Understanding Societal Change
Responding to Community Concerns
Influencing Community Decisions

Consulting Tools
Self-assessment in Leadership
Leadership Activity Form
Client Consultation Form

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Phi Theta Kappa

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Phi Theta Kappa / W. K. Kellogg Leadership Development Program

PROGRAM SUMMARY AND BACKGROUND

The Phi Theta Kappa/W. K. Kellogg Leadership Development Program is currently offered in 93 two-year colleges in the United States, Canada, and the British Virgin Islands. The course is offered as a three-hour credit or as a noncredit course and is taught by two-year college faculty certified by Phi Theta Kappa.

The central focus of the course is the development of leadership skills. It is designed to provide a basic understanding of leadership and to assist the student in developing a personal philosophy of leadership. The program integrates readings from the humanities, classic works of literature, and experiential learning exercises with readings and discussions of traditional-leadership theories.

The program serves not only the leadership-development needs of the nation's community college students but also members of the community-at-large. Many of the program's materials can be customized and specially packaged to satisfy the needs of diverse client groups.

PROGRAM MODULES

Introductory Seminar—Self-knowledge: Understanding Your Personal Leadership Philosophy
This module is designed to enable the participant to better understand his or her assumptions about the nature of leadership and to measure his or her leadership effectiveness as well as leadership-style range and style adaptability.

Skills Modules

Conceiving and Articulating a Vision
In this module, students will study the technique of envisioning as well as becoming familiar with the full scope of mankind's efforts to articulate organizational vision, from

Pericles' *Funeral Oration in Thucydides' Peloponnesian Wars* to Martin Luther King's *I Have a Dream* speech.

Using Logic and Creativity in Decision Making
The best visions without decisive plans of action are almost always useless. It is the leader's task to decide, with the help of others in the organization, how best to realize that vision. This module investigates two approaches to effective decision making.

Servant Leadership: Leading by Serving
This module demonstrates compellingly that leadership in any field of endeavor requires a reversal of the conventional wisdom that exhorts leaders simply to lead. It argues that the important thing is to serve.

Leadership Ethics
Effective leaders must, above all else, be trusted by their peers and many other constituencies. This module introduces the student to the concepts of personal and institutional social responsibility and social responsiveness. It also surveys the process of ethical reasoning and its tools.

Building Trust
The most fundamental unit of the organization is the team or working group. What holds this organizational component together is trust. In this module, participants learn how to build trust among co-workers in their group and discover how to be a team leader—a person who gets others enthusiastically involved and committed.

Empowering Others
People in the organization are empowered when they can influence decisions and policies that directly affect them. In this module, students will have an opportunity to discover ways in which they can exercise the power and influence they need to get things done through others, while at the same time increasing the power and influence of others.

Resolving Conflict
The leader's task is not to remove conflict or even to mediate it, but to choreograph it so as to reduce its harmful side effects and maximize its positive benefits. In this module, participants learn to differentiate between dysfunctional and functional conflict, identify various kinds of conflict, and locate sources of organizational disharmony. In addition they learn conflict stimulation and conflict resolution methods.

Leader as Changemaker
This module focuses on systematic programs that have been successful in bringing about change in organizations. The forces that create the need for organizational change, as well as the ability to recognize that the need for change has come, and ways to overcome resistance to change are covered.

Leading With Goals
In this module students learn to appreciate the need for clear definition of goals, identification of priorities, and specification of aims. They learn how to review and understand the organization's purpose, define its mission, and establish objectives that translate the mission into concrete terms.

Getting Control of Time
Students learn in this module how to manage their time more effectively. They learn how to separate the critical from the less important, and how to schedule a day's activities so that accomplishments align well with long-term goals. In addition they accomplish a personal-time audit which allows them to discover how well or how poorly they manage mankind's most limited resource.

Situational Leadership
Successful leaders are those who can adapt their behavior to meet the demands of their own unique situation. A Situational Leadership Model will be used to clarify the amount of direction (task behavior) and the amount of social support (relationship behavior) a leader must provide given the situation and the level of readiness of the follower or group.

Capstone Modules

Phi Theta Kappa Honors Study Topic
In this module, students transform the annual Phi Theta Kappa Honors Study Topic into an actual leadership laboratory, gaining experience in planning, organizing, and conducting an activity related to the topic.

Writing a Leadership Journal
This module interweaves itself through all the others and serves as a mechanism to increase the participants' awareness of their leadership skills. It encourages students to record anecdotal accounts of leadership approaches they use and observe in others, noting those that succeed and fail.

Five-year Leadership Plan
Too often, a commitment to leadership stops not long after the course ends. This capstone module requires each student to conceive and write a five-year leadership plan of action. This document, which includes semi-annual goals, ensures that Phi Theta Kappa's Leadership Development Program will become a part of the student's lifelong learning plan.

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Reflective Leadership Center

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Leadership and Innovation Seminar

PROGRAM FOCUS

This seminar is designed to:
- Anticipate and create the future.
- Improve effectiveness through personal growth.
- Develop successful working relationships with others.
- Lead organizational transformation.
- Determine a course of action using key resources.

PROGRAM FORMAT

This is a participatory seminar moderated by Paul Light and Sharon Anderson, design-team members of the Reflective Leadership Center. They are to be joined by guest speakers with leadership experience from local to global levels, as well as authorities on leadership and public-policy issues from elsewhere in the academy. Participants will actively engage in collegial learning presentations, discussion groups, and learning exercises.

The series includes 22 evening sessions from September to May and a fall and winter retreat.

WHO SHOULD APPLY

Eligibility for acceptance is not defined in terms of age, profession, or educational background. We seek a diversity of men and women who believe their best years and broadest responsibilities still lie ahead of them. Applicants must have:
- A hope for the future.
- A respect for others.
- A commitment to honesty.
- A responsibility for action.

Participants will be selected to represent a variety of professional fields, ethnic backgrounds, and leadership experience. Fifteen or more international fellows, selected on a competitive basis by United States embassies abroad, give the program a truly international component.

Trustee Leadership Development

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Trustee Leadership Development

PROGRAM BACKGROUND

Trustee Leadership Development (TLD) is a national leadership-education program for not-for-profit organizations and their boards. Administered by Trinity Episcopal Church, Indianapolis, Indiana, and funded by the Lilly Endowment, Inc., the program's mission is rooted in a deep historical commitment to leadership and trusteeship development in the not-for-profit sector.

The purpose of the program is to develop and provide resources to trustees of not-for-profit organizations which will improve their capacity to serve and lead these institutions. TLD develops educational resources to improve an individual's and board's capacity to lead with competence and care, develops professional consultants in the use of these materials, and provides direct service and consultation to not-for-profit organizations.

TLD PROGRAMS

Trustee Education for Organizations
While there are many programs that address the need for improved organizational and management skills, TLD prepares trustees for more visionary decision making. Through educational programs such as trustee education, participants develop a deeper capacity to lead effectively and to hold the organization "in trust."

Trustee education encourages trustees to explore four important concepts. First, trustees reflect on the organization's history for a broader understanding of its culture and character and the forces that helped shape them. Then, they evaluate its mission to ensure that the organization's beliefs and values are congruent with its actions. They examine various publics to better understand the dynamic complexity of the organization's relationship to them and to the community. Trustees are then engaged in envisioning the future they would prefer for their organization. They examine ways to translate their vision with flexibility, wisdom, and creativity.

Trustee Education for Individuals
Trustee Education for Individuals helps participants reconnect with the unique American legacy of community service. It is appropriate for a wide range of participants, from the college graduate just embarking on a career to the consummate volunteer who is overextended and doesn't know when to say no. Participants are encouraged to reflect on their own history as a volunteer, to define their personal mission, and to identify whom they serve. The result of their reflection provides the foundation for a solid vision of their future service and leadership.

Trustee Education Training of Trainers
TLD Trustee Educators are experienced consultants and trainers with a strong commitment to working with not-for-profit organizations and their boards. Each is thoroughly trained in the concepts of trustee education. Candidates selected participate in an intensive, three-day training session and complete a practicum with the supervision and guidance of an experienced Trustee Educator. When all requirements are met, new Trustee Educators become part of the TLD Roster of Trustee Educators and are eligible for referrals for organizational training, for invitations to continuing education workshops, and for consultation and networking services through TLD.

PROGRAM RESOURCES

Trustee Leadership Development Trustee Education Manual
This manual is designed for use by consultant/trainers who have participated in a TLD Training of Trainers in their work with not-for-profit organizations. The process involves taking a Board of Trustees and key staff through an examination and analysis of their organization's history, its mission, and the publics it serves. They then use this increased understanding of the organization and of external forces to envision the future they prefer. Goals are formulated, and the foundation for strategic planning is laid.

Trustee Leadership Development Individual and Community Trusteeship Manual
This manual is designed for use by consultant/trainers who have participated in a Trustee Leadership Development Training of Trainers. The process introduces participants to the philosophy of trustee education and helps them examine the history and meaning of their service to others, to determine their personal mission, and to plan effectively for their future service to others.

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Virginia Department of Personnel and Training

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Virginia Executive Institute [and] Commonwealth Management Institute

VIRGINIA EXECUTIVE INSTITUTE

Program Background
The Virginia Executive Institute is a unique executive-education program sponsored by the Virginia Department of Personnel and Training. The program was first offered in 1983, and since that time over 377 state executives have attended the program.

In 1993 the program was redesigned to more fully address the changing nature of management and leadership today. Several components were added or expanded, including Continuous Quality Improvement, Management Skills Assessment, and Diversity in the Workplace. The new focus for the 1993 session was to provide the participants a well-rounded program, exposing them to information and ideas from top state leaders, nationally known experts, state university talent, and VEI alumni.

Program Participants
The institute is specifically designed for top-level executives who occupy key-leadership positions in the three branches of state government. Past participants include cabinet secretaries, agency heads and deputies, college presidents, senior legislative staff, commission and agency board members. Attendees are selected through a nomination process.

Program Description
The Virginia Executive Institute is designed to achieve enhanced leadership and decision-making abilities, enhanced awareness of the social and political impact of executive decisions, greater understanding of the interrelationships of all functions of government, and greater interagency cooperation through the establishment of networks. The program design provides an intensive interactive learning experience which promotes the adaptation and utilization of learned skills back in the workplace.

VEI is offered once a year and consists of approximately 32 participants. The Institute includes four components: a half-day orientation session with the Governor, two week-long residential sessions which provide an exploration into the environmental factors that affect the operations of state government as well as the social and political impact of executive decisions, and a one-day follow-up session.

COMMONWEALTH MANAGEMENT INSTITUTE (CMI)

Program Background

The purpose of the Commonwealth Management Institute is to improve state government operations by helping middle managers increase their personal and professional effectiveness as leaders and managers. The program is sponsored by the Virginia Department of Personnel and Training and was first introduced in 1987. It has since served over 700 state managers. The program is updated yearly to reflect the current issues/concerns of state managers.

Program Participants

CMI is designed for supervisory managers in the state government, salary grades 12-14, although a significant number of managers at higher grades have participated. Attendees are selected through a nomination process. Past participants have represented state agencies throughout the Commonwealth.

Program Description

The Commonwealth Management Institute provides a stimulating and creative learning opportunity for midlevel managers and is a complement to the Virginia Executive Institute. CMI is designed to assist the managers in examining their capabilities and working toward their full potential.

Each program has approximately 32 participants and is conducted three times a year. The Institute consists of five consecutive days of training, and the program curriculum emphasizes four areas deemed critical to the personal and professional development of a successful leader: self-examination, self-expectation, self-direction, and self-actualization.

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Twenty-first Century Leadership Program

PROGRAM BACKGROUND

The Twenty-first Century Leadership Program is a new initiative of the Institute for Leadership and Volunteer Development at Virginia Tech. This research-based, personal-development program will help leaders in the New River Valley gain new self-perspectives while enhancing their ability to lead in organizations as employee or volunteer. Program content accommodates the current situation in the New River Valley and emerging issues in leadership development.

The purpose of the program is to help experienced leaders prepare for the complex leadership situations of the 21st century by:

- Analyzing their individual leadership strengths and establishing personal development objectives.
- Focusing on such major issues as diversity, change, communications, ethics, and conflict management.
- Inspiring them to work toward solutions of social and economic challenges facing the region.

PROGRAM PARTICIPANTS

The Twenty-first Century Leadership Program is designed for experienced leaders from all sectors who might be:

- Currently managing or leading as an employee in a public agency, private business, industry, private nonprofit organization, or church.
- Currently managing or leading as a volunteer in an organization, agency, or neighborhood.
- Graduates of other leadership programs in the New River Valley or elsewhere.
- Experienced leaders not currently involved but interested in polishing skills to assume future leadership roles.

PROGRAM DESCRIPTION

The program is multisession and takes place over a six-month period. Full-day sessions are held each month, January through June, at various locations in the region.

Participants will have the opportunity to formulate personal-development objectives, be involved in capacity building experiences via innovative and traditional educational approaches, and become informed about issues of regional importance that hold state, national, and international implications.

Participants will be selected from a broad-based applicant pool, with major effort having been made to recruit applicants representative of the entire New River Valley Region. Selection will be based on leadership experience, community involvement, potential for personal growth, and if applicable, support of employer by granting time away from the job.

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W. K. Kellogg Foundation

Program Director
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Kellogg National Fellowship Program

PROGRAM BACKGROUND

The Kellogg National Fellowship Program (KNFP) began in 1980 to help the nation expand its pool of capable leaders. It is structured to increase individuals' skills and insights into areas outside their chosen disciplines so they can deal more creatively and effectively with society's complex problems.

Each year, Fellowships are awarded to as many as 50 American professionals in the early years of their careers, professionals who show a high level of success and accomplishment in their specific areas of concentration. Fellows are drawn from business, education, human-service agencies, government, and private practice.

The awards include a three-year grant of $35,000. For those employed by nonprofit institutions, the foundation also supports 12-1/2 percent of their salary, not to exceed a maximum determined annually by a KNFP formula which takes into account various economic factors. This enables the employing institution to give the Fellow 25 percent release time to take part in the fellowship experience.

PROGRAM OBJECTIVES

- To provide fellows with opportunities and experiences necessary to develop a global or broadly oriented perspective on human and social issues.
- To help fellows gain new skills and competencies in fields or disciplines which are different from their chosen careers.
- To link fellows to a network of bright young people who are up-and-coming leaders in academe, government, business, industry, and other professional areas.
- To offer forums for exchange of ideas so that individuals can identify, clarify, and talk about leadership issues.
- To help fellows develop broad-leadership skills so that they can act upon important issues with an insight for the interrelatedness of social and economic systems across fields of specialization.

"We want to identify individuals with leadership potential who have a 'passion to make a difference' in addressing major social issues in the United States and beyond. The Fellowship Program provides the framework within which each participant may broaden his/her vision and further develop leadership skills," said Roger H. Sublett, KNFP director.

PROGRAM COMPONENTS

Seminars
A major aspect of the KNFP is a series of seven seminars conducted during the program's three-year span. The seminars focus on issues and problems facing leaders in domestic and international settings. Selected resource people from a variety of disciplines and professions participate and enrich the sessions. The location for each seminar is carefully chosen to bring fellows together in the locale that best fits the issues being discussed. For example, a concentrated look at industrial technology issues would be scheduled in a prominent industrial region, or a study of environmental problems would be held in an area of abundant natural resources. One seminar is held in Latin America.

Individual Learning Plans
In addition to required participation in the seminar, fellows pursue individualized learning plans. This self-directed activity broadens perspectives about a social issue or problem and develops interprofessional skills which fellows can focus on societal problems.

Small-group Activities
Fellows often describe this component as one of the most powerful tools for learning throughout the fellowship experience. As many as 15 fellows may receive additional

foundation support to organize an activity that addresses a particular topic or examines a variety of topics in a specific locale.

Examples of small-group activities are:

Fellows and their spouses gather to discuss the major problems faced by dual-career couples. With assistance of a professional facilitator, they identify ways to cope and design alternative leadership models to follow which place a high value on family life.

During an international seminar in Ecuador, a group of fellows interested in vocational education and community development visit a small rural community inhabited by black descendants of former slaves. The visit sparks an idea and, through subsequent visits and communications, the fellows work with local leaders to establish a small woodworking shop. The shop employs eight community members and trains many others.

Through small-group activities like these, fellows are able to explore problems and themes of common interest by designing and implementing an action-learning experience that addresses the group's concerns. This not only provides an opportunity for group members to involve themselves in a problem of interest in an active way, but also allows each member to exercise a leadership role in planning and implementing the activity.

Forum
A biennial forum is held in Battle Creek, Michigan, to bring together all fellows who have completed their three-year fellowship. The forum is designed and implemented by the fellows and addresses a key area of interest in health, education, or agriculture.

SELECTION PROCESS

Candidates for the KNFP must complete an application form which spells out all eligibility criteria. Each year the forms are available in the offices of presidents or chief executive officers of eligible institutions, agencies, and associations, as well as in offices of deans and vice presidents for academic affairs at colleges and universities. They may also be obtained by writing the foundation.

A selection committee, named by the foundation, reviews the applications and recommends candidates for further consideration. Finalists then are interviewed by an advisory committee and a review panel.

"In the selection process, reviewers are looking for individuals who are committed to addressing critical social issues in a way which clearly marks them as caring, compassionate people. They must be willing to take risks, extending themselves to effect changes beyond the ordinary," said Roger H. Sublett, KNFP director.

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Wilderness Education Association

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National Standard Program for Outdoor Leadership Certification

PROGRAM PURPOSE

One of the purposes of the Wilderness Education Association is to qualify graduates of the National Standard Program for Outdoor Leadership Certification. A certified graduate of a WEA National Standard Program (NSP) is able to:

- Teach others how to use and enjoy the wilderness with minimum impact.
- Safely lead others in the wild outdoors.
- Exercise good judgment in a leadership position and to recognize his or her leadership abilities and limitations.
- Demonstrate a basic standard of outdoor knowledge and experience based on the WEA 18-point curriculum.

It is hoped that WEA National Standard Programs will reduce the numbers of injuries, searches, and deaths in the wild outdoors and provide a basic national standard for outdoor leadership training which will be useful to employers, students, parents, resource-management agencies, insurance companies, and the public.

PROGRAM DESCRIPTION

The national standard program emphasizes experiential teaching/learning of a standard basic curriculum under field conditions which builds upon the student's prior outdoor study and experience. The result is knowledge and practical experience in leading others in the outdoors enjoyably and safely with minimum harm to the environment. Throughout the program, leadership, judgment, conservation, and sound expedition behavior practices are stressed. Graduates know their limitations and abilities, have the judgment to plan and lead trips within their abilities, and the judgment to refrain from accepting leadership responsibilities beyond their abilities.

PROGRAM PARTICIPANTS

Our students come from all over the United States and Canada. Most are university graduates or upperclassmen majoring in outdoor-related studies. Some are university faculty or outdoor professionals. The programs are taught by experienced professionals relating on a university level. Students are expected to be motivated and to understand the educational nature of the WEA program. Students must be a minimum of 18 years of age, possess average physical strength, and be free from physical or emotional problems which would restrict full participation in the program.

PROGRAM PROCEDURES

The program will be taught in a realistic field environment which will provide opportunities for intertwined curriculum elements. The educational sequence will usually involve:

- Instructor demonstration and explanation.
- Student practice.
- Student/instructor discussion and synthesis with prior instruction.

Factors of judgment and decision making will be stressed through emphasis on the "whys" behind curriculum materials, instructional strategies, and choices for opportunity teaching. Written handouts and referenced materials will be used to supplement instruction. The instructors will all be WEA Certification Instructors.

CERTIFICATION REQUIREMENTS

To be certified a student must total 70 or more points in the following three areas:

- Instructor observation and evaluation of student's basic competencies, performance, demonstrated leadership, and judgment (50 points maximum).
- Peer observation and evaluation of student's skills, performance, actions, and judgment (20 points maximum).
- Evaluation of student journal including all required written assignments (30 points maximum).

PROGRAM CURRICULUM

Each of the basic 18 curriculum elements includes competencies in which students must demonstrate mastery. Instructors will give regular feedback on student progress, and the instructors will schedule ample time for practice and demonstration of skills. Certain curriculum subelements may be added or deleted from the national standard program because of particular environments or climate; however, such changes are to be documented by the instructors.

The 18 curriculum elements are as follows:

Judgment

Judgment involves being able to apply general principles to changing specific leadership situations. Students will be given opportunities throughout the course to develop judgment in decision making.

Leadership

Students will have the opportunity to apply leadership knowledge to lead their peers under staff supervision. These structured leadership experiences will require the participants to synthesize and apply safety, leadership skills, and environmental ethics to the situation in which they are leading.

Expedition Behavior

Expedition behavior is a combination of several interlocking relationships: individual to individual; individual to group; group to individual; group to other groups; and individual and group to multiple uses of the area, to administrative agencies, and to the local populace.

Environmental Ethics

There will be an emphasis on the practice of utilizing the wild outdoors with minimum impact.

Camping Skills

Integrated with environmental ethics will be such basic skills as when and where to camp, fire areas and fire building, establishing shelter, setting up a cooking and kitchen area, and the use of stoves.

Rations

By instruction and practice, each participant will be able to adequately plan, package, and cook his/her own rations for a two-week experience.

Equipment

The selection, design, repair, and storage of equipment will be discussed and practiced. Participants will be instructed in specific equipment needed for individuals, subgroups, and groups.

Clothing
Instruction in the proper selection and fit of clothing to suit the location and season will be given.

Health and Sanitation
The areas of sanitation, water quality, care of human waste, and preparation of food will be outlined and practiced.

Travel Techniques
Included in this area are safety, comfort, and group organization while traveling.

Navigation
Map interpretation, use of a compass, limiting factors such as weather, physical abilities, and group motivation will be covered and practiced.

Weather
Students will receive instruction in identification of sources for weather information and the implications of the effects of weather on the comfort and safety of the group.

First Aid, Emergency Procedure, Survival
Students will be taught to prepare for, diagnose, and treat injuries common to outdoor travel.

Natural and Cultural History
Understanding the integrity of an area, particularly flora and fauna, as well as special geological processes, will be emphasized during the course.

Specialized Travel/Adventure Activity
Depending on the particular emphasis and environment of each course, the participant will be taught special skills in one or more modes of specialized wilderness travel and adventure.

Group Process and Communication Skills
Included in this area will be group development, communications skills, conflict resolution, group and individual problem-solving techniques, and learning styles.

Trip Planning
At the end of the course each student will prepare an effective plan for a group outing for ten or more days.

Evaluation
Multisource evaluations of students and instructors will take place before completion of the wilderness experience.

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CUMULATIVE LIST OF COURSES AND PROGRAMS: 1986-1992

This section lists, by institution, almost all of the courses and programs described in previous *Source Book* editions. Only courses and programs that appear to have been superseded by subsequent versions are not listed here. Edition year and page numbers (except for 1986, which was not numbered) are included so that you may easily refer to the full description.

For those of you who do not have previous editions of this *Source Book*, we have made arrangements with the National Clearinghouse for Leadership Programs (NCLP) at the University of Maryland to deposit with them copies of course and program descriptions from all previous editions. Joining NCLP entitles you to receive photocopies of any of the full descriptions of the courses and programs listed below, as well as any of the many other resource materials they have on file. For membership information contact: National Clearinghouse for Leadership Programs, University of Maryland at College Park, 1135 Stamp Student Union, College Park, MD 20742-4631, phone (301) 314-7168.

Please be aware that some of the courses and programs listed here may no longer be active. Likewise, the course instructors may no longer be at the listed institutions. This does not preclude these older materials being useful as aids in organizing and developing a leadership course or program.

AIR FORCE ROTC (Maxwell Air Force Base, AL)

1986 Drew E. Croucher. ***Teaching Air Force Leadership in the Classroom: Psychology in the DOD Symposium.*** Course includes a section entitled "Air Force Leadership and Management."

ALFRED UNIVERSITY (Alfred, NY)

1986 David Szczerbacki. ***Management and Organization Behavior.*** Builds an understanding of individual and group behavior within organizations, assessing the behavior, and specific techniques for managing behavior. Designed as a skills practicum.

ALVERNO COLLEGE (Milwaukee, WI)

1986 Greta Salem. ***Developing Leadership Potential at Alverno College.*** Leadership as a part of a new sequentially developed curriculum; also deals with issues of women in leadership.

1987 Greta Salem/Kathleen O'Brien. ***Leadership Education.*** (page 269). Includes a number of courses and seminars.

1990 Greta Salem. ***Leadership and Education at Alverno College.*** (page 137). Includes: internships and community service; interdependence and community responsibility; extracurricular activities and student service; communication.

AMERICAN YOUTH FOUNDATION (St. Louis, MO)

1990 Robert S. MacArthur. ***National Leadership Conferences.*** (page 405). Intensive ten-day programs for high school juniors and seniors and entering college freshmen; provides a forum for young people to develop personal effectiveness and leadership skills.

APPALACHIAN STATE UNIVERSITY (Boone, NC)

1987 David McIntire. ***Advanced Leadership Development.*** (page 195). The course is intended to address practical concepts of leadership and management while the practicum affords the student "hands on" experience.

ARIZONA STATE UNIVERSITY (Tempe, AZ)

1990 Neil G. Giuliano. ***Insuring Tomorrow.*** (page 142). A national leadership network and enrichment program for college and university students.

ARIZONA WESTERN COLLEGE (Yuma, AZ)

1987 Marilyn Lott. ***Applied Student Leadership.*** (page 171). This course helps students know themselves and identify their leadership style and potential.

AUBURN UNIVERSITY SCHOOL OF EDUCATION (Montgomery, AL)

1987 Richard Brown. ***The Leadership Role in Educational Administration.*** (page 47). A study of current theories, concepts, and principles of leadership and their application to education.

AUGSBURG COLLEGE (Minneapolis, MN)

1987 Joanne Karvonen. ***Master of Arts Program in Leadership.*** (page 161). The program fosters ethical and moral responsibility, an understanding of change, understanding of organizational problems, and the ability to motivate people.

AUSTIN PEAY STATE UNIVERSITY (Clarksville, TN)

1992-93 Linda B. Rudolph. ***APSU President's Emerging Leaders Program.*** (page 151). Designed to prepare students for leadership roles in the community.

BABCOCK GRADUATE SCHOOL OF MANAGEMENT (Winston-Salem, NC)

1987 Robert W. Shively. ***Topics in Behavior.*** (page 287). Looks at situations and responsibilities that a large number of managers find to be personally difficult.

BALL STATE UNIVERSITY (Muncie, IN)

1990 James Marine. ***Leadership and Development of Student Organizations.*** (page 5). Undergraduate course organized into four sections.

BAYLOR SCHOOL OF BUSINESS (Waco, TX)

1986 J. C. Williams. Two third-year business courses covering five content areas.

BAYLOR UNIVERSITY (Waco, TX)

1987 J. Clifton Williams/Susan Dugat/Elizabeth Vardaman. ***Leadership Development Seminar.*** (page 321). A one-hour seminar for students of all majors.

BELLARMINE INSTITUTE FOR LEADERSHIP DEVELOPMENT (Louisville, KY)

1990 Dianne T. Bennett. ***Leadership Education.*** (page 285). Leadership development for teachers, K-12.

BIRMINGHAM-SOUTHERN COLLEGE (Birmingham, AL)

1987 Russell Levenson, Jr. ***Youth Leadership Forum.*** (page 167). For sophomores and juniors of area high schools. Students participate in internships, seminars, and meetings.

1992-93 Neal R. Berte/Jeanne Jackson. ***Comparative Elite Behavior.*** (page 168). Students study theories of elite behavior and leadership formation, and identify and develop their own leadership skills.

1992-93 Neal R. Berte/Jeanne Jackson. ***Leadership Studies: An Administrative Internship.*** (page 173). Designed to allow the student to gain insight into higher education administration.

BLACK HILLS STATE COLLEGE (Spearfish, SD)

1990 Doug Wessel. ***Leadership: Theory and Practice.*** (page 15). An interdisciplinary survey of leadership behavior and an opportunity to observe and/or practice leadership behavior outside of the classroom.

BLACKBURN COLLEGE (Carlinville, IL)

1990 Sam T. Meredith. ***Approaches to Political Leadership.*** (page 7). Role-playing simulations are an integral part of the learning experience.

BOCCONI UNIVERSITY (Milan, Italy)

1990 Severino Salvemini. ***International Teachers Programme.*** (page 385). An intensive six-week, residential, professional development program, held annually for management educators.

BRYANT COLLEGE (Smithfield, RI)

1987 William Hill. ***Learning for Leadership.*** (page 135). This course is an intensive examination of the varied aspects of leadership viewed from a multidisciplinary perspective.

1990 Ronald Deluga. ***Learning for Leadership Program: Education for Business Leadership.*** (page 17). A classroom, action-oriented, intensive examination of aspects of leadership viewed from multidisciplinary and international perspectives.

BUTLER UNIVERSITY (Indianapolis, IN)

1992-93 James M. Smith. ***The Experiential Program for Preparing School Principals.*** (page 237). Incorporates traditional technical skills with personal leadership skills such as problem solving, stress management, organizational development, and conflict resolution.

CALIFORNIA STATE UNIVERSITY (Fresno, CA)

1986 Dewey E. Johnson/Paul Hersey. ***Management of Human Performance.*** Undergraduate course on understanding and improving management of human performance using the situational-leadership model developed by Dr. Paul Hersey.

1987 Randall B. Lindsey. ***Leadership in Education.*** (page 169). This course introduces students to theories, research, and behaviors of effective school leadership.

1990 Pauline Guinther. ***Leadership and Communication.*** (page 19). Students investigate theories of group dynamics, participate in small and large groups, and learn to communicate effectively orally and in written form.

CANISIUS COLLEGE (Buffalo, NY)

1987 Thomas E. Miller. ***Lifelong Learning: Introduction to Leadership and Group Process.*** (page 205). Develops students' understanding of leadership and their leadership ability and styles, and provides students with an understanding of group dynamics.

CARNEGIE-MELLON UNIVERSITY (Pittsburgh, PA)

1990 Donald C. Stone. ***Coalition to Improve Management in State and Local Government.*** (page 351). Helps states, counties, and cities develop the executive capability to cope with economic and social change, reduced grant money, and increased demands.

CARSON-NEWMAN COLLEGE (Jefferson City, TN)

1990 Bernard F. Bull. ***Teacher as Leader.*** (page 23). Assists the teacher in developing skills and appropriate leadership styles for various situations.

CASE WESTERN RESERVE UNIVERSITY
(Cleveland, OH)

1992-93 Dennis Young. ***The Mandel Center for Nonprofit Organizations.*** (page 239). A university-wide academic center addressing the need for professional education of manager and leaders in the nonprofit sector.

CATONSVILLE COMMUNITY COLLEGE
(Baltimore, MD)

1987 Glen A. Chambers. ***Leadership Workshops—Leadership Training at CCC.*** (page 59). Focuses on developing students' self-awareness and leadership skills as well as group skills.

CENTER FOR CREATIVE LEADERSHIP
(Greensboro, NC)

1990 ***Leadership Development Program.*** (page 291). Purpose is to identify, practice, and improve leadership skills; to increase self-awareness; to develop measurable goals; to stimulate personal and career growth.

1990 ***Managing for Commitment.*** (page 292). The purpose is to develop areas critical to effective management: building teams, developing people, and giving constructive feedback.

1990 ***Looking Glass, Inc.®*** (page 293). A management simulation of a day in the life of top management.

1990 ***Workshop in Organizational Action.*** (page 294). Gives managers an opportunity for self-assessment and development.

1990 ***RADMIS–A project management simulation set in a technical environment.*** (page 296). A two-day program.

1990 ***Targeted Innovation.*** (page 297). The focus is on the application of creativity to real problems.

1990 ***Executive Choices for Educational Leadership.*** (page 297). A highly interactive simulation designed for school administrators.

1990 ***Human Services Administrator Program.*** (page 298). Participants identify and improve their leadership skills.

1992-93 ***Dimensions in Leadership.*** (page 242). Distinctive management and leadership skills for nonprofit and human-service-agency executives.

1992-93 ***Executive Women Workshop.*** (page 245). Designed to assist women currently in middle to upper levels of management in understanding "what it takes" to reach the executive level.

1992-93 ***LeaderLab®.*** (page 247). Focuses on helping leaders make lasting behavioral changes.

1992-93 Katherine Knott. ***Rotary Youth Leadership Camp.*** (page 318). A week-long residential program focusing on the process of leadership.

CENTER FOR LEADERSHIP DEVELOPMENT (Washington, DC)

1990 Madeleine Green. ***ACE Fellows Program.*** (page 299). Thirty selected men and women learn administrative skills and understand higher education through seminars, internships, and practical experience.

CENTRAL METHODIST COLLEGE (Fayette, MO)

1986 William Sheehan. ***Executive Leadership Seminar.*** A study of executive careers in a seminar format, which exposes students to a series of speakers who are currently managers. Topics include management style, planning, decision making, power/authority, job production and satisfaction, ethics among other related topics.

CHADRON STATE COLLEGE (Chadron, NE)

1990 Edwin C. Nelson. ***Creative Leadership.*** (page 25). This course is divided into three sections: Strengthening the Rural Community by Using the Basic Keys to Effective Creative Leadership; Community Revitalization Through the Schools; and Creative Leadership.

CHESAPEAKE COLLEGE (Wye Mills, MD)

1986 Maurice Hickey. ***Recreation and Group Leadership.*** A study of the processes and techniques of leadership in relation to human service.

COLLEGE OF NOTRE DAME (Baltimore, MD)

1987 Fred Medinger. ***Master of Arts in Human Resources.*** (page 201). Built on two beliefs: 1) The task of leadership calls for human skills and resources in today's technological environment; and 2) effective managers bring forth the best in people.

THE COLLEGE OF ST. CATHERINE (St. Paul, MN)

1986 Julie Belle White. ***Organizational Leadership.*** Designed for people with at least five years of work experience after their undergraduate degree.

COLLEGE OF WOOSTER (Wooster, OH)

1987 James A. Hodges. ***Leadership: Theory and Practice.*** (page 137). This seminar explores three interlocking questions about leadership: What is the act of leadership? What are some styles of leadership? How does one lead?

1990 Vivian L. Holliday. ***Leadership and Liberal Learning.*** (page 147). This program combines an interdisciplinary, team-taught, semester-long seminar; a field experience emphasizing the direct observation of leaders in various fields; and a symposium.

COLORADO COLLEGE (Colorado Springs, CO)

1986 Thomas E. Cronin. ***Leadership 2000.*** An all-college program; studies leadership and the training of leaders.

1987 Thomas E. Cronin. ***Power, Leadership and Governance in America.*** (page 77). Viewing films and reading books related to course title and debating topics as well as forming students' own theories are part of this course.

1990 Thomas E. Cronin. ***Leadership and Governance.*** (page 86). Investigates basic concepts in leadership and governance.

COLORADO COLLEGE SUMMER INSTITUTE (Colorado Springs , CO)

1986 Tom Cronin/Elmer Peterson. ***Leadership and Governance in America.*** Studies 12 texts on leadership and governance; ten professors, in addition to Cronin, lecture in their special fields.

COLUMBIA COLLEGE (Columbia, SC)

1992-93 Diane Thompson. ***Introduction to Leadership Skills.*** (page 10). Provides a basic understanding of leadership skills and an opportunity to practice those skills. Special issues related to women as leaders are addressed.

CONCORDIA COLLEGE (Moorhead, MN)

1990 Clifford E. Harrison. ***Leadership.*** (page 30). An introduction to leadership—theory, research, and practice.

1992-93 David K. Martin. ***Concordia Leadership Center.*** (page 300). Offers leadership education and development programs and services for northern Minnesota, North Dakota, and eastern Montana.

CREIGHTON UNIVERSITY (Omaha, NE)

1990 Martha Brown. ***Leadership: Theories, Styles, and Skills.*** (page 32). An opportunity to: gain knowledge of leadership theories and group dynamics; develop leadership skills; apply leadership knowledge and skills in a practical setting.

CULVER EDUCATIONAL FOUNDATION (Culver, IN)

1990 John Thompson. ***Culver Department of Leadership.*** (page 408). Formal instruction in leadership values and skills.

CYPRESS COLLEGE (Cypress, CA)

1987 Karen Bergher. ***Introduction to Leadership.*** (page 27). A community-college course which develops leadership skills through positions assumed in student organizations and involvement in programs and projects on and off campus.

1990 Karen Bergher. ***Leadership Course #135.*** (page 36). Students learn to identify, classify, and analyze the components essential to leadership roles. Lecture, simulation games and activities, group interplay, role play, and discussion are used.

CZECHOSLOVAK ACADEMY OF SCIENCES
(Prague, Czechoslovakia)

1990 Ondrej K. Landa. ***Innovation Management, Creativity and Problem-solving Methods for Corporate Entrepreneurs.*** (page 390). An intensive action-learning program with necessary theoretical and methodological support.

DALLAS THEOLOGICAL SEMINARY (Dallas, TX)

1990 William D. Lawrence. ***Dynamics of Leadership.*** (page 301). An elective course for students interested in personal leadership development and training others.

DANIELSON ASSOCIATES (Chicago, IL)

1990 Doris K. Danielson. ***Inroads, Inc.*** (page 159). Develops and places talented minority youth in business and industry and prepares them for corporate and community leadership. Blacks, Hispanics, and Native Americans are eligible.

DARTMOUTH COLLEGE (Hanover, NH)

1987 Dennis Meadows. ***Introduction to Strategem-1.*** (page 199). Introduction to an operational game developed for government leaders responsible for energy and environment programs.

DUKE UNIVERSITY (Durham, NC)

1987 Bruce L. Payne/John G. Ott. ***The Leadership Program at Duke.*** (page 221). Consists of courses, leadership projects, internships, speakers, and seminars.

1987 Bruce L. Payne/John G. Ott. ***Leadership, Policy, and Change.*** (page 225). Consists of visitors, discussions, and leadership projects.

1987 Bruce L. Payne/John G. Ott. ***Leadership and Judgement.*** (page 227). Consists of discussions, projects, and readings.

1990 Bob Braverman. ***The Leadership Program at Duke University.*** (page 160). Includes courses, visitors, group projects, and off-campus activity.

1990 Robert Sawyer. ***Talent Identification Program (T.I.P.).*** (page 412). A summer residential program for academically talented junior high school students.

ECKERD COLLEGE (St. Petersburg, FL)

1987 Peter K. Hammerschmidt. ***Leadership Development Program.*** (page 113). The emphasis is on the process of creative leadership, decision making, situational leadership, utilizing group resources, innovative problem solving, and feedback techniques.

EXECUTIVE EXPEDITIONS (Marietta, GA)

1992-93 Cynthia A. McEwen. ***Executive Expeditions.*** (page 251). An organizational consulting firm that helps clients achieve advantage through breakthough human performance.

FAIRLEIGH DICKINSON UNIVERSITY (Teaneck, NJ)

1992-93 Mary H. Beaven/Henry Fuentes. ***Emphasizing Leadership.*** (page 175). Integrates self-development skills, interpersonal skills, presentation skills, and leadership skills into the accounting curriculum.

FOCUS MANAGEMENT DEVELOPMENT, INC. (Greenville, SC)

1992-93 Richard Harpum. ***Leadership Focus.*** (page 256). A five-day residential program for CEOs, presidents, vice presidents, and senior managers.

GENESEE COMMUNITY COLLEGE (Batavia, NY)

1990 Alan Williams. ***Psychology of Leadership.*** (page 38). This course studies leadership and its practical applications.

GORDON-CONWELL THEOLOGICAL SEMINARY (South Hamilton, MA)

1987 Robert E. Fillinger. ***Seminar in Leadership.*** (page 103). Examines the concept of leadership and provides opportunities for the improvement of leadership skills; it is concerned with applying theory and practice to the special needs of Christian leaders.

HARTFORD SEMINARY (Hartford, CT)

1992-93 Barbara J. Essex. ***Leadership Education Program.*** (page 258). Explores issues facing religious groups and theological education in the 21st century; for church and ecumenical executives.

HARVARD UNIVERSITY (Cambridge , MA)

1987 Ronald Heifetz. ***Research Seminar in Leadership.*** (page 129). A clinical training in leadership in which one investigates the determinants of one's own efficacy as a leader.

1987 Ronald Heifetz/Marty Linsky. ***Political Leadership.*** (page 131). The course starts from the assumption that like the policy analyst and the public manager, the elected official plays an important and distinct role in governance.

1990 Ronald A. Heifetz. ***Leadership and Mobilization of Group Resources.*** (page 40). A multidisciplinary course designed for people of various backgrounds and cultures.

1990 Marty Linsky. ***Political Leadership.*** (page 44). Designed for people running for office or thinking of running for office.

1990 Marty Linsky. ***Leadership, Politics, and Democracy.*** (page 47). Explores ideas and techniques related to leadership in public affairs.

1990 Sharon A. McDade. ***Institute for Educational Management.*** (page 303). This program serves senior-level administrators in higher education.

HUDSON COLLEGE (Bangor, ME)

1987 Lambros O. Karris. ***Management Seminar: Leadership.*** (page 159). This course is designed to provide graduate management students a comprehensive review of the essentials for effective leadership.

INCARNATE WORD COLLEGE (San Antonio, TX)

1986 Keith Tucker. ***The Leadership Seminar.*** A laboratory in which philosophical issues, theory, application, and feedback are integrated for an experience in leadership. Consists of lectures, readings, situational experiences, guest speakers, and audiovisual materials.

INDIANA UNIVERSITY (South Bend, IN)

1987 Steven D. Norton. ***Organizational Behavior.*** (page 211). Gives students behavioral skills in organizational analysis and an understanding of what managerial practices lead to organizational excellence.

INSTITUTE FOR CONSERVATION LEADERSHIP (Washington, DC)

1990 Dianne Russell. ***Leadership Workshops for the Conservation/Environment Community.*** (page 354). Offers various programs designed to increase the effectiveness of volunteer conservation leaders and their organizations.

INTERNATIONAL LEADERSHIP CENTER (Dallas, TX)

1990 Stan Altschuler. ***Leadership America.*** (page 167). Each year 50 undergraduate students are selected to participate in this ten-week session.

IOWA STATE UNIVERSITY (Ames, IA)

1987 Augustine Pounds. ***The Introductory Leadership Program.*** (page 233). Topics include: how to interview; your leadership type; conflict management; communication and listening skills; avoiding burn-out; team-building; assertiveness training.

JARVIS CHRISTIAN COLLEGE (Hawkins, TX)

1987 Lorene B. Holmes. ***Black Executive Exchange Program.*** (page 149). Black professionals act as visiting professors to share their on-the-job know-how in various fields.

JOHNS HOPKINS UNIVERSITY (Baltimore, MD)

1992-93 Carole Y. Lyles. ***The Hopkins Leadership Development Program.*** (page 259). A nine-month program for early- to mid-career high-potential minority professionals and managers.

KENNESAW STATE COLLEGE (Marietta, GA)

1992-93 Alison Breeze-Mead. ***Student Leadership Kennesaw.*** (page 178). Seeks to prepare students to be leaders on campus and in the community.

LAGRANGE COLLEGE (LaGrange, GA)

1987 Charles P. Kraemer. ***Leadership Program.*** (page 165). The program consists of courses and noncredit activities which focus on the study of leadership in our society.

LEADERSHAPE, INC. (Champaign, IL)

1992-93 Alice Faron. ***The LeaderShape Institute.*** (page 326). An intensive, six-day educational experience designed to increase a young adult's knowledge of and ability in leadership.

LEADERSHIP FOR THE 90s (Columbus, OH)

1990 Donn F. Vickers. ***The Project for Executive Excellence.*** (page 360). Offers programs designed for nonprofit executives.

LEBANON VALLEY COLLEGE (Anneville/Hershey, PA)

1986 Arthur L. Peterson. ***The Leadership Imperative.*** A four-level program designed to help promising high school students, collegians, middle managers, and top executives become more creative and productive leaders through a better understanding of their own personal strengths and weaknesses and through hands-on exposure to effective techniques of management.

198 Warren K. Thompson. ***Leadership Studies Program.*** (page 303). Designed to teach students about the skills and applications as well as the theories of leadership.

LOUISIANA STATE UNIVERSITY (Shreveport, LA)

1987 Grady Bogue. ***Political Science 590: The Dimensions and Dilemmas of Leadership.*** (page 37). The seminar engages the theme of leadership within organizations.

LOYOLA UNIVERSITY (New Orleans, LA)

1992-93 Michael A. Cushman/J. Randolph New. ***Business Leadership.*** (page 23). This course is designed to: teach leadership issues, traits, and competencies; integrate those with management principles and methods; develop elements of our management-career plans.

MANCHESTER BUSINESS SCHOOL (Manchester, England)

1990 Alan Pearson/Mrs. B. Rigby. ***Creative Leadership for R&D Managers.*** (page 394). Aimed at managers in business and government research laboratories, and for those who train R&D managers.

MARIETTA COLLEGE (Marietta, OH)

1990 Stephen W. Schwartz. ***McDonough Center for Leadership and Business.*** (page 169). Students study leadership in general and in reference to the world of business.

1990 J. Douglas McGrew. ***Leadership Dialogues.*** (page 170). Business and industrial leaders give their personal opinions on what it takes to be a leader.

1990 William C. Hartel. ***Leaders in Protest.*** (page 171). Leadership in the U.S. since 1900.

1990 Stephen W. Schwartz. ***SBI/Entrepreneurial Mentors.*** (page 172). A seminar format where students talk about their mentor companies.

1990 Ronald Jacobson. ***Film History: Great Directors.*** (page 176). Studies directors' creative leadership, distinctive styles, and contributions to motion-picture history.

1990 James O'Donnell. ***Leadership and Change: Studies in Historical Biography.*** (page 177). Students study various personalities from history.

1990 Margaret Ross. ***Seminar in Leadership Behavior.*** (page 178). Students study: motivation; communication; stress; management skills; problem solving.

1990 Stephen W. Schwartz. ***The Presidency and Executive Leadership.*** (page 179). Students study American political leaders.

MARYCREST COLLEGE (Davenport, IA)

1987 Virginia Luzkow. ***Student Work Assistance Program (SWAP).*** (page 173). Students of low-income families work in exchange for management and leadership training.

MAXWELL AIR FORCE BASE (Maxwell Air Force Base, AL)

1987 James S. Roberts. ***Teaching Air Force Leadership in AFROTC.*** (page 265). For commissioned-officer candidates. Candidates take a number of courses and participate in laboratories.

MENNONITE BRETHREN BIBLICAL SEMINARY (Fresno, CA)

1987 Larry Martens. ***Pastoral Leadership.*** (page 191). Deals with the theology and practice of leadership functions in the local church.

METROPOLITAN STATE COLLEGE (Denver, CO)

1990 Mary A. Miller. ***Leadership.*** (page 50). A course designed to develop the leadership roles of the nurse working with individuals, families, groups, and communities.

METROPOLITAN STATE UNIVERSITY (St. Paul, MN)

1987 Tom O'Connell. ***Theory Seminar of Community Leadership.*** (page 213). Consists of three sessions: 1) Explores students' assumptions about leadership and discusses the public leadership model; 2) develops an understanding of the *Myers-Briggs Type Indicator*™ and leadership style; and 3) develops an understanding of organizational context in which leadership takes place.

1990 Gerri Perreault. ***Leadership/Management/ Followership Ethics.*** (page 53). Designed to increase knowledge of ethical and unethical behavior.

MIAMI UNIVERSITY (Oxford, OH)

1987 Peter Magolda/Richard Nault. ***The Analysis of Leadership.*** (page 187). Students study how leadership is effectively exercised and how to increase their leadership ability.

1990 M. P. Rejai. ***Political Leadership.*** (page 57). The course is an examination of theoretical, comparative, empirical, and experimental studies of leaders and leadership in various contexts.

1990 Richard L. Nault. ***Thelma Flanery Reeder Leadership Seminar: The Analysis of Leadership.*** (page 59). Seminar helps one understand how leadership is effectively exercised and enhances leadership abilities.

MICHIGAN STATE UNIVERSITY (East Lansing, MI)

1986 Moses Turner. ***Educational Administration.*** Student leadership training; encourages identification and development of skills and techniques consistent with the principles of our democratic society.

MONMOUTH COLLEGE (West Long Branch, NJ)

1990 Eugene J. Rosi. ***Leadership and Social Responsibility.*** (page 181). Community-outreach initiatives designed to promote leadership in the public interest.

MOUNT ST. MARY'S COLLEGE (Los Angeles, CA)

1987 Cheryl Mabey. ***Women's Leadership Program.*** (page 175). Three one-unit seminars combined with structured leadership lab/ student experiences.

1987 Cheryl Mabey. ***Leadership Seminar.*** (page 175). Reviews and analyzes leadership theories and assesses leadership styles of each student.

1987 Cheryl Mabey. ***Leadership Seminar II.*** (page 178). Improves leadership skills, develops teamwork, introduces students to the college administrative structure, and provides a forum to apply leadership skills.

1987 Cheryl Mabey. ***Advanced Leadership.*** (page 183). Focuses on the interconnections between motivation, leadership, and change in the broader community.

1990 Cheryl Mabey. ***Leadership Studies.*** (page 182). Encourages students to be leaders and develop their leadership potentials.

MRS MANAGEMENT RELATED SERVICES AG (Zurich, Switzerland)

1990 Monique R. Siegel. ***The Management-Symposium for Women.*** (page 395). A forum for women from different generations, nationalities, and in different areas of activity where they can discuss the problems arising from societal changes.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (Reston, VA)

1990 Rocco Marano. ***National Leadership Training Centers.*** (page 416). Five- and six-day educational workshops sponsored by the NASSP, for student leaders in middle-level and senior-level high school.

NATIONAL CENTER FOR FOOD AND AGRICULTURAL POLICY, RESOURCES FOR THE FUTURE (Washington, DC)

1987 John J. Kornacki. ***Leadership Development Program.*** (page 163). Potential leaders in the fields of food, agriculture, natural resources, and environmental policy spend four weeks in Washington, DC, participating in seminars, workshops, briefings, and discussions with senior-level policy leaders and analysts.

NATIONAL CENTER FOR NONPROFIT BOARDS (Washington, DC)

1990 Larry H. Slesinger. ***National Center for Nonprofit Boards.*** (page 362). Helps organizations design and conduct tailored training programs, workshops, and conferences for board members and CEOs.

NATIONAL COLLEGE OF EDUCATION (Evanston, IL)

1987 Ron Warwick. ***Educational Leadership Department Program.*** (page 307). A graduate program that prepares students to demonstrate leadership competency in the public school system.

THE NATIONAL OUTDOOR LEADERSHIP SCHOOL (Lander, WY)

1990 Jim Ratz. ***The National Outdoor Leadership School.*** (page 314). Focuses on using the outdoors to teach wilderness, educational, and environmental leadership.

THE NATIONAL SOCIETY FOR INTERNSHIPS AND EXPERIENTIAL EDUCATION (Raleigh, NC)

1990 Sally Migliore. ***The National Society for Internships and Experiential Education.*** (page 232). Brings together many different types of people involved in experiential learning opportunities for the exchange of ideas, support, training, research, and help.

NATIONAL WILDLIFE FEDERATION (Washington, DC)

1987 Edward Easton. ***Leadership Development Program.*** (page 93). The program features three elements, all designed to foster increased levels of voluntary activity towards leadership development in these autonomous and independent state organizations.

NEBRASKA WESLEYAN UNIVERSITY (St. Paul, NE)

1990 Richard B. Artman. ***Creative Leadership.*** (page 63). Students gain knowledge about leadership theories and their own leadership style.

1992-93 Sara A. Boatman. ***Communication and Leadership.*** (page 30). Students analyze communication behaviors of contemporary leaders as well as develop their own communication skills.

NEW VISTAS CONSULTING GROUP (Black Mountain, NC)

1992-93 Dee Edelman. ***Adventure Based Training.*** (page 262). A way for executives to understand and strengthen or change the impact of their leadership behaviors on others.

NEW YORK UNIVERSITY (New York, NY)

1992-93 Richard J. Campbell. ***Leadership.*** (page 34). Examines leadership theory, research, and practice.

NORTH ADAMS STATE COLLEGE (North Adams, MA)

1987 Patricia J. Prendergast. ***The Essence of Leadership.*** (page 235). Students study a variety of leaders and compare styles.

NORTH CAROLINA OUTWARD BOUND SCHOOL (Morganton, NC)

1987 John C. Huie. ***Outward Bound.*** (page 153). The school emphasizes positive attitude, personal growth, service to others, and physical preparedness.

NORTH CAROLINA STATE UNIVERSITY (Raleigh, NC)

1986 Gerald G. Hawkins. ***Student Leadership Development.*** Leadership learning modules for undergraduates.

1987 Ronald C. Butler. ***Student Leadership Development Series.*** (page 49). Consists of 41 three-hour noncredit leadership learning modules which focus on different aspects of leadership.

1990 Gerald G. Hawkins. ***The North Carolina Fellows Leadership Development Program.*** (page 190). Provides undergraduates opportunities for accelerating their personal development and leadership potential.

1990 Kathy Cleveland Bull. ***Leadership Development.*** (page 196). Consists of 50 three-hour modules.

NORTH COUNTRY COMMUNITY COLLEGE (Saranac Lake, NY)

1992-93 Jack Drury. ***Wilderness Recreation Practicum.*** (page 39). A 33-day expedition conducted entirely outdoors.

NORTHEAST REGIONAL CENTER FOR RURAL DEVELOPMENT (University Park, PA)

1990 Daryl K. Heasley. ***Leadership for Social Change—Rural Sociology.*** (page 363). Exploration, analysis, understanding, and application of leadership skills and concepts in groups, organizations, and communities.

NORTHERN MICHIGAN UNIVERSITY (Marquette, MI)

1987 Carl Holm. ***The Leadership Development Program.*** (page 147). Students go through four phases of activity designed to identify and refine the students' leadership skills.

NORTHWESTERN COLLEGE (St. Paul, MN)

1987 Robert Jerus. ***Leadership Dynamics.*** (page 157). An examination of leadership in different organizations; looks at climates, styles, team construction, communication, group dynamics, and various other criteria which produce more effective leadership.

NORTHWESTERN UNIVERSITY (Evanston, IL)

1987 Robert Neuschel. ***Leadership.*** (page 209). Examines the apparent characteristics of quality leadership, one's own leadership style, and the basic anatomy of leadership and management.

NORWEGIAN CENTER FOR LEADERSHIP DEVELOPMENT (Oslo, Norway)

1990 Per Grøholt. ***How to Combine Leadership Roles and Creativity.*** (page 396). Offers courses and seminars for managers.

OHIO STATE UNIVERSITY (Columbus, OH)

1986 Keith L. Smith. ***Leadership Development in Agriculture.*** The purpose is to develop an understanding of leadership with particular emphasis on theory and practice relative to effective functioning as leaders in an agricultural environment.

1987 Keith L. Smith. ***Agricultural Education.*** (page 291). Develops an understanding of leadership with particular emphasis on theory and practice relative to effective functioning as leaders in an agricultural setting.

1992-93 David M. Boothe. ***Project EXCEL.*** (page 305). A comprehensive learning experience designed to assist today's and tomorrow's community leaders.

OHIO UNIVERSITY (Athens, OH)

1986 Terry Hogan. ***Leadership Development Program.*** The program consists of three stages: Laying the Groundwork; Developing Skills; On to Excellence.

OLIVET NAZARINE COLLEGE (Kankakee, IL)

1986 J. O. Sayes. ***Theology: Religious Leadership.*** Explores the qualities, methods, and applications of great leaders in the Bible and in the Christian Church from the beginning to the present.

ONONDAGA COMMUNITY COLLEGE
(Syracuse, NY)

1987 William M. Cross. ***Psychology of Leadership and Work.*** (page 81). The course examines the basic concepts of interpersonal perception and communication, motivation, stress and individual development, leadership, power, group performance, intergroup conflict, and work design.

ONTARIO ADVANCED AGRICULTURAL LEADERSHIP PROGRAM (Guelph, Ontario, Canada)

1987 Pat Mighton. ***Ontario Advanced Agricultural Leadership Program.*** (page 203). The objective is to increase the participants' ability to analyze and react to the complex problems facing people, agricultural systems, and rural communities.

OREGON STATE UNIVERSITY (Corvallis, OR)

1987 Donald R. Sanderson. ***ASOSU Field Training.*** (page 273). Student leaders participate in seminars and practicums concerning a broad range of courses.

PACE UNIVERSITY (Pleasantville, NY)

1987 Grace Lamacchia Paris. ***Leadership Development Program.*** (page 215). A sophomore-level program designed to build self-confidence and develop leadership skills and attitudes applicable to various spheres of activity.

PENNSYLVANIA STATE UNIVERSITY
(University Park, PA)

1990 Art Costantino. ***Leadership: Enrichment and Excellence Through Involvement.*** (page 200). The program consists of a series of workshops.

1992-93 Albert A. Vicere. ***Management Program for Natural Resource Managers.*** (page 264). An intensive ten-day course designed to provide an in-depth examination of the critical leadership issues facing resource managers.

1992-93 Albert A. Vicere. ***Program for Engineer/ Scientist as Manager.*** (page 265). Designed for people in management positions who have not had formal management education or training.

1992-93 Albert A. Vicere. ***Program for Executive Development.*** (page 267). A program for rising executives that provides broad-based general management educational experience.

1992-93 Albert A. Vicere. ***Program for Strategic Leadership.*** (page 269). Addresses ways to use strategic thinking and management teams to enhance organizational competitiveness and effectiveness.

1992-93 Albert A. Vicere. ***Executive Management Program.*** (page 271). An exploration of the policy-level perspective required of today's business leaders.

PEPPERDINE UNIVERSITY (Malibu, CA)

1992-93 Richard L. Dawson. ***Leadership for the Nineties.*** (page 53). A freshman seminar that surveys theories of leadership, emphasizing practical application in the college setting.

PITTSBURG STATE UNIVERSITY (Pittsburg, KS)

1992-93 E. W. Hollenbeck. ***Leadership and Motivation.*** (page 57). Designed to help each student determine his/her leadership/motivation needs.

PRATT INSTITUTE CENTER FOR COMMUNITY AND ENVIRONMENTAL DEVELOPMENT
(Brooklyn, NY)

1990 Rex L. Curry. ***Pratt Community Economic Development Internship.*** (page 307). An eight-month program that describes the way in which an internship can be used successfully to develop leaders in a specialized field.

PRINCETON CENTER FOR LEADERSHIP TRAINING (Princeton, NJ)

1990 Katherine Lee Cole. ***A Primary Prevention Program for High Schools.*** (page 418). Provides training services for public and private secondary schools and nonprofit community organizations interested in leadership development.

PRINCETON UNIVERSITY, WOODROW WILSON SCHOOL (Princeton, NJ)

1986 Thomas Cronin. ***Power, Leadership and Governance in America.*** An introductory course which focuses on major concepts and theories about how we have designed our political system.

PUBLIC LEADERSHIP EDUCATION NETWORK (Washington, DC)

1992-93 Marianne Alexander. ***The Public Leadership Education Network: Preparing Women to Lead.*** (page 327). A consortium of women's colleges, working together to prepare women for public leadership.

PURDUE UNIVERSITY (West LaFayette, IN)

1987 Richard Feinberg. ***Retail Leadership Strategies.*** (page 95). The classroom is structured like an organization. Grades are based on performance in groups and assignments.

1992-93 Stephen G. Green. ***Leadership.*** (page 60). Focuses explicitly on leadership from a managerial perspective.

1992-93 Gerald D. McCarthy. ***Organizational Leadership and Supervision at Purdue.*** (page 183). The curricula builds general supervisory skills, provides basics of leadership behavior, and addresses organizational issues.

QUEENS COLLEGE (Charlotte, NC)

1987 Salene Cowher. ***Leadership Program.*** (page 75). A series of courses including Freshman Life Skills, Career Planning, and Leadership Internship.

RENSSELAER POLYTECHNIC INSTITUTE (Troy, NY)

1990 Marsha Paur Hall. ***The Professional Leadership Program.*** (page 204). PLP is a participatory, dynamic, change-oriented leadership-training ground; it focuses on the integration of disciplines.

RIPON COLLEGE (Ripon, WI)

1990 Jack M. Christ. ***Leadership Studies Program.*** (page 206). This consists of two interdependent enterprises: an interdisciplinary academic program and a Leadership Institute devoted to research, production of educational materials, and communication with individual leaders and organizations. Courses include: Leadership, Organizations and Values; Effective Organizations; Biographical Studies.

THE ROBERT K. GREENLEAF CENTER (Indianapolis, IN)

1992-93 Larry Spears. ***The Robert K. Greenleaf Center.*** (page 274). Focuses on servant leadership and the writings of Robert K. Greenleaf.

ROBERT MORRIS COLLEGE (Coraopolis, PA)

1992-93 Jack V. Balderson. ***Student Leadership Development Program.*** (page 187). Provides training and experience that enables students to identify, enhance, and practice their individual leadership skills.

ROCHE BIOMEDICAL LABORATORIES, INC. (Burlington, NC)

1990 Jerry R. Tolley. ***Circle of Excellence Executive Development Program.*** (page 310). Designed to provide selected RBL employees the opportunity to participate in an executive-training program.

ROCHESTER INSTITUTE OF TECHNOLOGY
(Rochester, NY)

1987 Nancy Shapiro. ***Personal Leadership Development Program.*** (page 285). A highly participatory experience covering such topics as motivation, creativity, stress, and success/failure.

ROYAL ROADS MILITARY COLLEGE
(Victoria, British Columbia, Canada)

1990 Atholl Malcolm. ***Applied Military Psychology and Leadership Education.*** (page 402). Designed to meet the need of the Canadian Forces for leaders trained in the behavioral sciences.

RUTGERS UNIVERSITY (New Brunswick, NJ)

1990 Barbara E. Kovach. ***The Leadership Program.*** (page 208). Consists of four courses: Introductory Seminar, Leadership and Work; Concluding Seminar, Leadership Concepts; Concurrent Activities, Leadership Applications; Leadership Project, Leadership Experience.

SAINT PAUL SCHOOL OF THEOLOGY
(Kansas City, MO)

1992-93 Lovett H. Weems, Jr. ***Leadership.*** (page 65). Explores the elements of effective leadership in the church.

SALISBURY STATE UNIVERSITY (Salisbury, MD)

1992-93 Terry M. Clay. ***The Minority Leadership Development Program.*** (page 191). Designed to enhance the personal and professional development of minority students.

SANTA CLARA UNIVERSITY (Santa Clara, CA)

1992-93 Barry Z. Posner. ***Social Psychology of Leadership.*** (page 68). The objective is to learn more about one's own leadership skills and about the process of leading (and following) others.

SMITH COLLEGE (Northampton, MA)

1992-93 Susan C. Lowance. ***Smith Management Program.*** (page 277). An intensive, practical, three-part management-education program for committed career women.

SONOMA STATE UNIVERSITY (Rohnert, CA)

1986 David Farrell. ***Dynamics of Student Leadership.*** Develops an understanding of group functioning, leadership skills, and personal-management skills.

SOUTHEAST MISSOURI STATE UNIVERSITY
(Cape Girardeau, MO)

1990 Bob Beodeker. ***Leadership and Group Management.*** (page 66). This course is designed to aid students in increasing their understanding of themselves, of the theories and techniques of leadership, of group processes, and of managerial skills.

SOUTHERN BAPTIST THEOLOGICAL SEMINARY
(Louisville, KY)

1992-93 Ernest White. ***Ministry of Leadership.*** (page 70). Focuses on the development of ministry leaders by drawing from a variety of leadership studies.

SOUTHERN ILLINOIS UNIVERSITY
(Edwardsville, IL)

1990 Lori A. Schlosser. ***Student Leadership Development Program.*** (page 214). The program is designed to strengthen skills that focus on personal and career goals and assist individuals to serve as informed citizens and community leaders.

SOUTHERN METHODIST UNIVERSITY (Dallas, TX)

1987 Dennis C. Roberts. ***Leadership and Organizational Climate.*** (page 261). Helps students recognize and enhance their leadership potential.

ST. NORBERT COLLEGE (DePere, WI)

1990 Richard Rankin/Thomas F. Hartford/Lori Pollard. ***Center for Leadership Development.*** (page 220). This is a series of nonacademic, noncredit seminars and workshops that supplement academic studies, work, internships, and various student opportunities.

ST. OLAF COLLEGE (Northfield, MN)

1987 Ruth A. Bretheim. ***Leadership Effectiveness and Development (L.E.A.D.).*** (page 43). Assesses student leadership needs and develops programs and services that address these needs.

1990 Shannon M. Murphy. ***Leadership Effectiveness and Development (L.E.A.D.).*** (page 222). A leadership training and development program directed towards student leaders.

STANFORD UNIVERSITY (Stanford, CA)

1990 James G. March. ***Organizational Leadership.*** (page 69). This course is about leadership in organizations such as businesses, firms, schools, public agencies, armies, and churches.

1990 Timothy K. Stanton. ***You Can Make a Difference.*** (page 224). Student volunteers help meet the needs of various communities (not just locally).

1992-93 Lynn Torin/Timothy K. Stanton. ***Public Policy/Urban Studies.*** (page 77). Discusses the concepts of community, community problem-solving, and community leadership.

STATE UNIVERSITY COLLEGE–BUFFALO (Buffalo, NY)

1990 Scott G. Isaksen. ***Creative Leadership Through Effective Facilitation.*** (page 74). This course provides a grasp of leadership principles in creative problem-solving groups and approaches to the study of creativity and leadership.

STATE UNIVERSITY OF NEW YORK–BINGHAMTON (Binghamton, NY)

1987 Bernard Bass. ***Leadership and Supervision.*** (page 23). A four-credit course which explores a wide range of topics related to leadership and supervision.

1992-93 Bruce J. Avolio. ***Kellogg Leadership Program.*** (page 284). Aimed at providing transformational leadership abilities. Applicable to any organization.

STATE UNIVERSITY OF NEW YORK–BUFFALO (Buffalo, NY)

1990 Fred Dansereau. ***Leadership and Motivation.*** (page 82). Basic managerial concepts and tools in motivation and leadership are discussed.

STATE UNIVERSITY OF NEW YORK–OSWEGO (Oswego, NY)

1986 Barbara W. Gerber. ***Leadership Education for Women.*** Theoretical and practical instruction in leadership, motivation, and organizational development. Topics include personal effectiveness, management skills, organizational survival, and growth.

STRATEGIC LEADERSHIP CONSULTING (Los Angeles, CA)

1987 Connie Whitney. ***Effective Leadership in Organizations.*** (page 317). This course focuses on leadership that is creative and effective for organizational action.

SYRACUSE UNIVERSITY (Syracuse, NY)

1987 William Prusinowski. ***Leadership Education and Development Program.*** (page 251). Events include a seminar and workshop series, a student roundtable, a yearly conference, and a leadership forum.

TEXAS A&M UNIVERSITY (College Station, TX)

1986 John J. Koldus, III. ***Management of Student Organizations.*** Provides an overall picture of the operation of a student organization and has a large section devoted to minority student leadership.

1987 Jan Paterson. ***Leadership Development Program.*** (page 217). Sponsored by the Department of Student Activities, the program includes a variety of seminars and workshops.

TEXAS FOUNDATION FOR THE IMPROVEMENT OF LOCAL GOVERNMENT (Austin, TX)

1990 Gary Watkins. ***The Public Executive Institute V: Shaping A Professional Renaissance.*** (page 313). Discusses the public executive as a person as well as a leader, examining new perspectives about healthy living, new directions in improving dynamics, motivation, communication, planning, and so on.

TEXAS TECH UNIVERSITY (Lubbock, TX)

1992-93 Judith Henry. ***Advanced Leadership Class.*** (page 83). An interactive seminar course that challenges students to examine their own leadership styles, preferences, and tendencies.

THE TRAVELERS EDUCATION CENTER (Hartford, CT)

1987 Robert S. Fenn. ***Travelers Management Development System.*** (page 99). A research-based continuum that builds skills in three performance areas: Strategic and Tactical Management; Information and Resource Management; Performance and People Management.

TRENTON STATE COLLEGE (Trenton, NJ)

1986 Mary Lou Ramsey. ***Group Leadership Skills.*** Study and practice of professional skills and behaviors which enable the group leader to activate and maintain effective counseling groups. Focus is on how the leader capitalizes on groups' forces to further member goal-achievement.

1987 Patrice Coleman-Boatwright. ***Dynamics of Leadership.*** (page 71). Fall course is geared towards residence staff, while the spring course is open.

TROY STATE UNIVERSITY (Troy, AL)

1992-93 Jack Hawkins, Jr./Emma Coburn Norris. ***University Honors Capstone Seminar in Leadership.*** (page 85). Nourishes the leadership capabilities of University Honors Scholars.

TUSKEGEE UNIVERSITY SCHOOL OF EDUCATION (Tuskegee, AL)

1986 Lillie Robinson. ***Community Leadership: Vocational Education 615.*** Seeks to increase the student's understanding of the process of community leadership development and to help him/her apply such processes to varied situations.

1987 Raymond T. Handy. ***Community Leadership.*** (page 115). Studies concepts of community leadership and their applications to educational development and varied leadership situations.

U.S. AIR FORCE ACADEMY (Colorado Springs, CO)

1986 Lt. Col. Bill Clover. ***Effective Leadership Development.*** Describes the development of Air Force cadets into leaders through a series of core courses and leadership experiences.

U.S. COAST GUARD ACADEMY (New London, CT)

1990 Rex J. Blake. ***The Coast Guard Academy's Leadership Program.*** (page 318). A comprehensive leadership-development program that provides support to cadets as they practice more effective leadership behaviors.

U.S. DEPARTMENT OF AGRICULTURE (Washington, DC)

1990 John A. Michael. ***The National Impact Study of Leadership Development in Extension.*** (page 366). Examines the development of leadership among persons participating in Extension's instructional programs.

U.S. MILITARY ACADEMY (West Point, NY)

1987 Howard T. Prince. ***Developing Leaders at the U.S. Military Academy.*** (page 243). The process includes education, skill training, opportunities to practice, socialization, evaluation, feedback, and remediation.

1987 Howard T. Prince II/George B. Forsythe. ***Academic Programs: The Formal Study of Leadership.*** (page 247). The academic part of the leader-training program at West Point.

1990 Howard T. Prince. ***West Point Fellowship in Leader Development.*** (page 328). A post-graduate academic program that prepares Army officers for service as company tactical officers.

U.S. NAVAL ACADEMY (Annapolis, MD)

1987 Commander Donald J. Curran. ***Leadership Education/Training at the U.S. Naval Academy.*** (page 85). Describes the Naval Academy approach to leadership development and summarizes a series of courses: Fundamentals of Naval Leadership; Human Behavior; Social Psychology; Law of Armed Conflict; Applications; Personality Theory; Law for the Junior Officer; Advanced Topics in Leadership.

THE UNION INSTITUTE (San Diego, CA)

1992-93 Joan Murry. ***Seminar in Leadership Studies.*** (page 288). An interdisciplinary approach to the study of leadership theory and practice.

UNIVERSITY OF CALIFORNIA–DAVIS (Davis, CA)

1987 Stephanie A. Beardsley. ***Assessing Leadership Skills: An Adaptation from Industry.*** (page 25). Students participate in three simulated leadership activities and then receive feedback.

1990 Stephanie Beardsley. ***Leadership Institute.*** (page 238). A proposed program that students would be involved in for three years.

UNIVERSITY OF CALIFORNIA–SANTA BARBARA (Santa Barbara, CA)

1987 Mary Beth Callahan. ***Introduction to Leadership Development.*** (page 51). An overview of theoretical constructs and practical applications of leadership.

UNIVERSITY OF COLORADO–BOULDER (Boulder, CO)

1990 Kathleen Novak. ***Student Leadership Institute.*** (page 242). Exposes students to basic concepts in areas of leadership and organizational development; provides opportunities to observe leaders in action; develops skills necessary in areas such as communication, group dynamics, team-building, goal setting, and planning.

1992-93 Adam J. Goodman. ***Presidents Leadership Class: Leadership Courses.*** (page 88). Four courses are: Ethical Leadership; Community Issues in Leadership; Global Issues in Leadership; Multi-Level Issues in Leadership.

UNIVERSITY OF DENVER (Denver, CO)

1990 Hal W. Hendrick. ***Master of Science in Systems Management.*** (page 336). Prepares graduate students for positions of responsibility in industry and government.

1992-93 Ellen K. Waterman. ***Leadership for the 21st Century.*** (page 295). Designed to build on knowledge and insights participants gained from years of experience.

UNIVERSITY OF DETROIT (Detroit, MI)

1990 Joseph Lapides. ***Psychology of Leadership and Supervision.*** (page 96). Explores issues related to leadership and supervision.

UNIVERSITY OF FLORIDA (Gainesville, FL)

1992-93 Elizabeth B. Bolton. ***Leadership Development for Extension and Community Organizations.*** (page 98). Overview and application of concepts that relate to leadership in community organizations. Develops students' capacity to be competent leaders in voluntary associations and community organizations.

UNIVERSITY OF GEORGIA (Athens, GA)

1990 Vickie Stout. ***National Leadership Institute in Adult & Continuing Education.*** (page 338). A year-long program, comprehensive in design, focusing on: individual leadership, organizational leadership, and leadership in the field of adult and continuing education.

1990 Hal Holtz. ***The Leadership Institute for Georgia Municipal Elected Officials.*** (page 370). Examines three aspects of local government leadership: individual leadership, council/commission leadership, and community leadership.

1992-93 Christine A. Langone. ***Community Leadership: A County Perspective.*** (page 310). Uses broad-based design to develop local leaders at the grassroots level.

UNIVERSITY OF HARTFORD (West Hartford, CT)

1986 Minnie-Rose J. Richardson. ***Leadership Training Course EDX 246.*** Introduces the student to the dimensions of leadership; provides structured opportunities for learning and practicing leadership skills including: effective planning, effective communication, group management, and public relations.

UNIVERSITY OF HAWAII–HILO (Hilo, HI)

1990 Manu Meyer. ***Hawaiian Leadership Development Program.*** (page 246). Recruits Native Hawaiians and facilitates their academic and leadership development.

UNIVERSITY OF ILLINOIS–CHICAGO (Chicago, IL)

1990 V. Jon Bentz. ***Seminar on Leadership.*** (page 100). Develops a framework for understanding leadership in its broader context.

UNIVERSITY OF KENTUCKY (Lexington, KY)

1992-93 Rhonda Strouse. ***Established Leader Institute.*** (page 196). Develops leadership skills and encourages campus involvement in junior and senior students.

UNIVERSITY OF LA VERNE (La Verne, CA)

1987 Thomas R. Harvey. ***Executive Leadership—Decision Making.*** (page 119). Students examine personal leadership styles and the leadership styles of effective superiors; form a theory of effective leadership; apply leadership theories to management training.

UNIVERSITY OF LOUISVILLE (Louisville, KY)

1990 T. Ballard Morton. ***Leadership.*** (page 104). Sixteen students explore leadership from a practical point of view.

UNIVERSITY OF MARYLAND (College Park, MD)

1987 Kenneth G. Smith. ***Entrepreneurial and Strategic Leadership.*** (page 295). Offers MBA students the opportunity to understand top-level leadership roles in different kinds of organizations.

1992-93 Nance Lucas. ***Women and Leadership: Roles and Responsibilities.*** (page 101). Examines current issues and trends in relation to historical, sociological, psychological, ethical, and economic perspectives.

UNIVERSITY OF MICHIGAN (Ann Arbor, MI)

1986 Judy Lodish. ***Student Leadership Through Organizational and Personal Experiences (SLOPE).*** Open to students at the university wanting to learn about leadership, groups, and organizations.

1987 Christine Carlsen-Jones. ***S.A.I.L. Class.*** (page 53). Increases opportunities for students to learn about the knowledge and skills necessary to group and organizational leadership and membership.

1987 Christine Carlsen-Jones. ***Advanced Seminar in Leadership.*** (page 57). Juniors and seniors are challenged to examine issues, concepts, and situations that relate to leadership and organizational development.

1990 Sherryl Ann Fletcher. ***Regional Alumni Recruiting Coordinator/Alumni/Alumnae Club President Leadership Training Workshops.*** (page 106). Three-hour workshop designed to teach volunteers how to recruit admitted students to enroll, when/how to refer students to other university offices, how to develop club participation in the student recruitment process, how to network.

1990 Ann Walton. ***Leadership Programs Offered by Michigan Business School's Organizational Behavior and Human Resource Management Faculty.*** (page 344). A series of courses for different levels of managers.

1992-93 Shay Willis. ***Emerging Leaders Program.*** (page 199). Develops first-term students' leadership skills through cognitive and experiential learning.

UNIVERSITY OF MINNESOTA (Minneapolis, MN)

1986 Robert W. Terry. ***Education for Reflective Leadership.*** A mid-career program designed for experienced practitioners from varied backgrounds.

1987 Thomas C. Shandley. ***Student Leadership Development Program.*** (page 275). Promotes the development of leadership skills and competencies in student leaders through seminars, mentoring, and internships.

1987 Thomas C. Shandley/Kirk J. Millhone. ***Emerge: The First Step in Leadership Development.*** (page 277). A six-week program that gives students the basic information, experience, and support to become effective leaders.

1987 George Shapiro. ***Speech Communication.*** (page 281). Provides students with the opportunities to examine leadership-followership and management-communication functions, structures, and processes.

1987 Keith Wharton. ***Agriculture: Project LEAD.*** (page 315). The goals are to learn about leaders and leadership, and about ourselves as leaders.

1990 George Shapiro. ***Ethical Leadership-Followership.*** (page 108). An overview of different perspectives on leadership-followership. Ethics, characteristics, and the social-psychological and environmental factors that hinder or facilitate ethical action are considered.

1990 Gerri Perreault. ***Leadership-Followership: Concepts and Issues.*** (page 111). An introduction to approaches to leadership and followership, including ethics.

1990 Joseph Caliguri. ***Leadership in Public Education.*** (page 115). Studies leadership communication, group-behavior processes, and skills in problem-solution behaviors.

1990 Kathleen Rice/Kirk Millhone. ***Student Leadership Program.*** (page 248). Consists of five programs related to leadership development.

UNIVERSITY OF NEBRASKA–LINCOLN (Lincoln, NE)

1987 Allen G. Blezek. ***LEAD: Leadership Education/Action Development.*** (page 31). Two-year program for young agriculturalists in the state of Nebraska.

1987 Sara A. Boatman. ***Volunteer Organization Leadership.*** (page 33). Students learn principles of interpersonal, group, and organizational communication.

1990 Sara A. Boatman. ***Emerging Leader Program.*** (page 117). Provides leadership information, builds skills, and allows students to gain experience in leadership.

1992-93 Roy D. Dillon. ***Advantage: Leadership.*** (page 110). Designed to help international students enhance the application of technical and research skills through development of leadership experience.

UNIVERSITY OF NEW HAMPSHIRE (Durham, NH)

1990 Anne Lawing. ***Emerging Leader Program.*** (page 254). Provides a comprehensive multi-year experience whereby students learn major theories in leadership and management, then apply the theories to their positions in campus organizations.

UNIVERSITY OF NORTH CAROLINA–ASHEVILLE (Asheville, NC)

1987 M. L. Petty. ***PSY 172.*** (page 229). Explores such topics as stress, individual and group dynamics, assessment using the *Myers-Briggs Type Indicator*™, and leadership.

UNIVERSITY OF NORTH CAROLINA–CHAPEL HILL (Chapel Hill, NC)

1987 Cynthia Wolf. ***Leadership Seminar.*** (page 325). For members of the NC Fellows Program. Explores leadership, leadership styles, responsibilities, and leadership skills.

1990 Cynthia Wolf. ***North Carolina Fellows Program and Leadership Development.*** (page 256). A four-year program for undergraduates. Explores leadership through a variety of methods and disciplines.

1992-93 Eugene R. Watson. ***Leadership Behavior and Organizational Change in Education Settings.*** (page 112). Studies: major theoretical and empirical approaches to understanding concepts of leadership; leadership behavior, styles, and roles; concepts of leadership in organizational change.

UNIVERSITY OF NORTH CAROLINA–CHARLOTTE (Charlotte, NC)

1986 Charles Lynch. ***Leadership Theory and the Dynamics of Group Process.*** Students learn, assess, and develop techniques of group leadership; involves practical application.

UNIVERSITY OF NORTH CAROLINA–GREENSBORO (Greensboro, NC)

1986 Ethel C. Glenn. ***Group Communication.*** Provides theory and opportunity for experiential learning, and for understanding and improving communicative skills in small-group settings.

1987 Bruce Harshbarger. ***Elliott Center Fellows Program.*** (page 117). Students engage in self-assessment exercises to understand their skills and operating styles, and study group dynamics to see how their styles merge with others in group context.

UNIVERSITY OF OREGON, COLLEGE OF BUSINESS (Eugene, OR)

1986 James Terborg. ***Management and Organizational Behavior.*** Deals with the various processes of organizing, motivating, directing, and coordinating the efforts of people.

UNIVERSITY OF PUGET SOUND (Puget Sound, WA)

1986 Denis Umstat. ***Business Leadership Program.*** Curriculum includes integrated education, small classes, special seminars, and internships and placement.

1992-93 C. W. Millard. ***Leadership: Theory and Practice.*** (page 116). Examines current thinking about the concept of leadership.

UNIVERSITY OF RICHMOND (Richmond, VA)

1987 Joanne C. Preston. ***Principles of Leadership.*** (page 237). Introduces current research and theory of leadership.

1990 Zeddie Bowen. ***Leadership Seminar.*** (page 262). This seminar provides opportunities to see leadership—in several kinds of organizations—and develop it in yourself.

1990 Stephanie Micas/Zeddie Bowen. ***Women Involved in Living and Learning.*** (page 266). Focuses on leadership development and gender issues through curricular and cocurricular experiences.

1990 Suzanne Jones/Zeddie Bowen. ***Women's Studies Program.*** (page 267). A four-year program, including courses on various aspects of women's lives and an internship.

1992-93 Howard Prince. ***The Jepson School of Leadership Studies.*** (page 211). Describes the development of a full curriculum in leadership studies and a cocurricular program.

UNIVERSITY OF SAN DIEGO (San Diego, CA)

1990 Thomas J. Cosgrove. ***Leadership Development at the University of San Diego: A Four-Year Plan.*** (page 270). A four-year leadership program with both an academic and non-academic track.

UNIVERSITY OF SOUTH CAROLINA (Columbia, SC)

1986 T. R. Hodson. ***Naval Reserve Officer's Training Corps Leadership and Management.*** Two leadership and management courses are designed for the instruction of senior-year midshipmen in a four-year academic Naval Reserve Officer's Training Corps curriculum.

1987 Commander P. R. Hodson, USN. ***Leadership and Management.*** (page 143). A two-semester course for Naval ROTC, including leadership and management theories and practical application of these theories.

1987 Debora A. Ritter. ***Seminar in Leadership.*** (page 259). Topics include interpersonal communication, managerial skills, integration of leadership, and group-development theory.

1990 Kenneth L. Schwab. ***Leadership in Higher Education.*** (page 119). Explores the leadership role of administrators in American higher education. Studies leadership theories and styles.

1990 Novella Fortner. ***Leadership Training Programs.*** (page 276). A comprehensive undergraduate program that is broad-based.

1992-93 Kenneth L. Schwab/James H. Rex. ***Leadership Development and Higher Education.*** (page 123). Examines various aspects of leadership, provides opportunities for students to further their personal leadership skills, and introduces students to higher education.

UNIVERSITY OF SOUTH CAROLINA–SPARTANBURG (Spartanburg, SC)

1992-93 Ronald H. Romine. ***Leadership Development Program.*** (page 216). The academic approach toward leadership studies is blended with a student-affairs emphasis in this two-year volunteer program.

UNIVERSITY OF SOUTHERN CALIFORNIA (Los Angeles, CA)

1992-93 Judi Biggs. ***Gender Issues in Leadership and Management.*** (page 127). Emphasis is on the sociological and psychological perspectives of women's career development in business.

1992-93 Judi Biggs. ***Special Topics: Greek Leadership.*** (page 130). Designed to provide students with theoretical and practical information concerning organizational and group leadership with emphasis on the Greek environment.

UNIVERSITY OF SOUTHERN COLORADO (Pueblo, CO)

1987 Laddie Marin, Jr. ***Introduction to Leadership and Management.*** (page 189). Compares and contrasts management and leadership, examining basic management skills and leadership techniques and their applications.

UNIVERSITY OF SOUTHERN MISSISSIPPI (Hattiesburg, MS)

1990 Frances A. Karnes. ***Leadership Studies Program.*** (page 420). A one-week summer residential program, comprehensive and systematic in approach, for superior students in grades 6 through 11.

UNIVERSITY OF TENNESSEE (Chattanooga, TN)

1987 Charles M. Renneisen. ***Creative Leadership Class.*** (page 253). Gives students a firm grasp of the basic concepts of leadership.

1990 Sara Phillips. ***Institute for Leadership Effectiveness.*** (page 316). Annually, the program recognizes and encourages superior performance on the part of university administrators.

UNIVERSITY OF TEXAS (El Paso, TX)

1987 Julie Conyers. ***Student Leadership Development.*** (page 73). This program uses a system of workshops, retreats, seminars, and self-paced learning experiences to enhance three essential leadership qualities: creativity, managerial skill, and good judgement.

UNIVERSITY OF VERMONT (Burlington, VT)

1987 Patrick Brown/Kathleen Rice. ***The UVM Leadership Development Program. Leadership: Theories, Styles, and Realities.*** (page 45). This consists of workshops, conferences, retreats, visiting leaders, and the following courses: Leadership—Theories, Styles, and Realities; Advanced Seminar in Leadership.

1990 Patrick Brown. ***Student Leadership Program Model.*** (page 226). A model formulated by representatives from a number of educational institutions to plan, design, and implement a student leadership program.

1990 Patrick Brown. ***Leadership Program.*** (page 234). Includes a diverse set of educational and reflective opportunities for students.

UNIVERSITY OF VIRGINIA (Charlottesville, VA)

1992-93 Larry E. Decker. ***Leadership in Educational Administration.*** (page 138). Reviews literature of educational leadership development. An analysis of research of leadership effectiveness. Studies leadership-assessment procedures.

UNIVERSITY OF WISCONSIN–EAU CLAIRE (Eau Claire, WI)

1992-93 Douglas Hallatt. ***Introduction to Developmental Leadership.*** (page 220). A proactive course that develops future leaders.

1992-93 Douglas Hallatt. ***Advanced Developmental Leadership.*** (page 225). A proactive course applying theoretical leadership skills and characteristics to everyday life.

1992-93 Douglas Hallatt. ***Leadership Institute.*** (page 321). A summer program in leadership development for high school sophomores.

UNIVERSITY OF WISCONSIN–MADISON (Madison, WI)

1987 Robert E. Rieck. ***Wisconsin Rural Leadership Program.*** (page 255). A two-year program for young leaders (25-45 years of age) to help them learn new perspectives.

1990 Boyd E. Rossing. ***Wisconsin Community Leadership Development.*** (page 274). Designed for people actively involved in community volunteer organizations and service organizations.

1992-93 Lorna C. Miller. ***Wisconsin Leadership Education Network.*** (page 313). Ten (plus or minus) multidisciplinary extension specialists discuss the need for creative, energetic community responses to the problems and opportunities resulting from major shifts in the economic, political, and social systems.

UNIVERSITY OF WISCONSIN–STEVENS POINT (Stevens Point, WI)

1990 Julie M. Gross. ***Emerging Leader Program.*** (page 280). Program allows freshmen to develop their leadership talents and discover their strengths and limitations.

1992-93 Julie M. Hellweg. ***Four-Year Leadership Program.*** (page 229). A four-level program including: Emerging Leaders; Leadership, Management Skills for Organizational Development; Leadership, The Personal Dimension; Leadership, Senior Seminar.

UNIVERSITY OF WISCONSIN–WHITEWATER (Whitewater, WI)

1992-93 Nisha Gupta. ***Four-Year Leadership Program.*** (page 233). Courses include: Emerging Leaders; The Leading Edge; Leadership Intern Program; Advancing Leaders; Leadership Roundtables; Leaders' Weekend; and more.

VANDERBILT UNIVERSITY (Nashville, TN)

1992-93 William A. Jenkins. ***Leadership: Theory and Practice.*** (page 141). Divided into two parts: The first studies leadership theory; the second studies the use of theory in practice based on scientific and managerial grounds.

VIRGINIA COMMONWEALTH UNIVERSITY (Richmond, VA)

1990 Gil Fairholm. ***Graduate Program in Public Administration Executive Leadership.*** (page 125). Reviews and analyzes major current ideas about leadership theory and practices.

VIRGINIA COOPERATIVE EXTENSION SERVICE (Blacksburg, VA)

1990 Delwyn A. Dyer. ***Leadership in Groups and Organizations.*** (page 127). A correspondence course that studies leadership and the responsibilities leaders have in groups and organizations.

VIRGINIA STATE UNIVERSITY (Glen Allen, VA)

1992-93 Cynthia R. Mayo. ***Jack and Jill of America, Inc.*** (page 323). A one- to two-week program designed to provide leadership skills for grades 8 through 12.

WAKE FOREST UNIVERSITY (Winston-Salem, NC)

1986 Michael Ford. ***Leadership Course Overview.*** Focuses on campus and community leadership.

1987 Michael Ford. ***Leadership Excellence Application and Development.*** (page 107). Twenty-four freshmen and sophomores learn basic leadership skills and principles in this eight-week course.

WAKE FOREST UNIVERSITY, BABCOCK SCHOOL OF MANAGEMENT (Winston-Salem, NC)

1987 Melvin Steckler. ***Leadership: Theory and Practice.*** (page 297). This course is designed for the student of management who sees in the conflicting positions about leadership an issue of significance in the study of management.

WARTBURG COLLEGE, INSTITUTE FOR LEADERSHIP EDUCATION (Waverly, IA)

1992-93 Fredric A. Waldstein. ***Leadership Theories and Practice.*** (page 145). Students engage in a dialogical process that obliges them to consider their environment and make decisions.

THE WASHINGTON CENTER (Washington, DC)

1992-93 John McCluskey. ***The Washington Center for Internships and the Academic Seminars.*** (page 329). Helps promising college students provide themselves with the benefits that real-world experience can offer.

WASHINGTON LEADERSHIP INSTITUTE, WASHINGTON GOVERNORS' SCHOOL FOR CITIZEN LEADERSHIP (Seattle, WA)

1987 Stephen Boyd. ***Leadership Development and Citizen Education.*** (page 41). Develops critical-thinking skills, organizational skills, and reflective and expressive leadership thought.

WASHINGTON STATE UNIVERSITY, DEPARTMENT OF ADULT AND YOUTH EDUCATION (Pullman, WA)

1986 Richard Young. ***Leadership Development in Agriculture and Home Economics.*** Survey course of leadership skills and theories.

WENATCHEE VALLEY COLLEGE (Wenatchee, WA)

1986 Marilee Smith-Lorenson. ***Student Leadership Training Model.*** A traditional student-government model with a few innovations. Centers the leadership training around a series of special events throughout the school year.

WEST VIRGINIA COLLEGE OF GRADUATE STUDIES (Institute, WV)

1986 Powell Toth. ***Principles of Educational Leadership.*** Focuses on the skills potential leaders need to pursue these ends: defining and classifying goals; initiating or utilizing new structures to achieve these goals.

WESTERN BEHAVIORAL SCIENCES INSTITUTE (La Jolla, CA)

1992-93 Richard Farson. ***International Leadership Forum.*** (page 292). An electronic community composed of senior-level decision-makers from all over the world and from all sectors of society.

WESTERN CAROLINA UNIVERSITY (Cullowhee, NC)

1987 Judith T. Pilch. ***Legislators' School for Youth Leadership Development.*** (page 231). A residential summer program for grades 7 through 12 which develops leadership skills.

WESTERN MICHIGAN UNIVERSITY (Kalamazoo, MI)

1986 Steven C. Rhodes. ***Leadership.*** A study of characteristics and behaviors of leaders from a theoretical perspective, with an emphasis on the development of leadership abilities in different situations.

WESTMONT COLLEGE (Santa Barbara, CA)

1990 Joel Kruggel. ***Leadership Seminar.*** (page 129). This course explores biblical foundations for leadership studies and theories of leadership.

1990 Joel Kruggel. ***Leadership Seminar II.*** (page 131). This course explores the skills and competencies required for effective leadership.

WILDERNESS EDUCATION ASSOCIATION (Saranac Lake, NY)

1987 Jack K. Drury. ***Wilderness Recreation Leadership Program.*** (page 91). Develops outdoor leaders and conserves national-wilderness resources. The emphasis is on developing leadership and leadership judgment, not just wilderness skills.

WILLIAM F. BOGLER MANAGEMENT ACADEMY (Potomac, MD)

1987 David L. Morton. ***Managerial Leadership.*** (page 207). Permits mid-level managers to develop the leadership knowledge, skills, and abilities needed to achieve maximum commitment and productivity.

LEADERSHIP DEVELOPMENT TOOLS

Two kinds of material are covered in this section: leadership measurement instruments and structured experiential material. The entries in each of the two sections are arranged alphabetically by title. Use the index at the back of the book to identify an instrument or exercise for a specific use or to locate items by author.

Inventories, Questionnaires, and Surveys

This part provides descriptions of a variety of leadership instruments appropriate for leadership development. We have tried to be inclusive in our selection of instruments for this section, but there are some omissions: certain instruments were omitted because we could not verify their availability, some were left out because they were similar to included instruments from the same vendor, while others were omitted because of sparse documentation.

The appearance of an instrument here does not constitute an endorsement by the Center for Creative Leadership nor the editors. Some of the measures obviously have much more research and development behind them than others. We have not attempted to evaluate or compare instruments except to briefly note the instrument background and the reliability and validity research that has been reported. Do your own investigation before selecting an instrument to use. Call the vendor for supportive information, and be wary if it is not forthcoming.

For additional help in selecting and evaluating instruments, read *Feedback to Managers 1991. Volume I: A Guide to Evaluating Multi-rater Feedback Instruments*, by Ellen Van Velsor and Jean Brittain Leslie (Greensboro, NC: Center for Creative Leadership, 1991). Although written with "multi-rater" instruments in mind, the step-by-step evaluation process suggested by the authors may be used to evaluate any test, inventory, or questionnaire used in leadership training and development. Their 16-step "Instrument Evaluation Checklist" includes such recommendations as: comparing your intended use to the instrument's characteristics, assessing validity (does the instrument measure what it claims to measure), and checking out instrument background and development.

Another guide to instruments is a report by J. A. Arter, *Assessing Leadership and Managerial Behavior: A Consumer Guide* (see description in the Bibliography). For a review of thinking and research on the assessment of leadership, read *Measures of Leadership*, edited by Kenneth E. Clark and Miriam B. Clark (Greensboro, NC: Center for Creative Leadership, 1990).

Exercises, Simulations, and Games

The materials included in this part are varied and include simple games that can be completed in 30 minutes as well as elaborate simulations that require a day to complete. Some are available in books, such as the annual series from Pfeiffer & Company (formerly University Associates); often these can be reproduced for training use with acknowledgment to the publisher. Descriptions of materials available from commercial publishers include prices and vendor addresses.

Some of the exercises involve leadership issues directly (e.g., *Leadership Styles and Their Consequences*), while others address skills, characteristics, or settings associated with leadership (e.g., *Business*

Scruples: Confronting Ethical Issues in the Workplace). A few are directed at specific populations (e.g., the *Student Activities Allocation Exercise* uses a campus setting for a student decision-making role-play exercise), but most can be used with a variety of groups in many kinds of organizational settings.

There are several references in the Bibliography that describe the use of exercises, simulations, and games. Look in the Trainer Resources section for these, or check the Index. For an overview of management gaming, see the 1990 article by Keys and Wolfe in the Training Models section, "The role of management games and simulations in education and research."

We hope you find the materials described in this section a helpful resource. Your comments and suggestions are welcome.

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INVENTORIES, QUESTIONNAIRES, AND SURVEYS

AGOR INTUITIVE MANAGEMENT (AIM) SURVEY

Copyright Year: 1992
Author(s): Weston H. Agor
Source or Vendor: Weston H. Agor, Global Intuition Network, UTEP, P.O. Box 614, El Paso, TX 79968-0614. Phone: (915) 747-5229. FAX: (915) 747-5111.
Target Audience: Managers, executives, and others.
Number of Items: 26.
Description: According to the author this instrument measures "your underlying potential intuitive ability and also whether you are in fact using this ability on the job to guide your decisions." Agor defines intuition as "the phenomenon of knowing something directly without the use of rational processes." This 26-item inventory produces scores on two dimensions: *Intuition* and *Thinking*.
Administration: This self-administered instrument comes in a booklet entitled *Intuition in Decision Making*, which also includes background data, scoring instructions, interpretation guidelines, norms, and development suggestions.
Development, Validity, & Reliability: National norms are reported in the test booklet. No validity or reliability information is reported.
Cost: $2.50 each.

ASSESSING STYLES OF CAREER MANAGEMENT (ASCM)

Copyright Year: 1983
Author(s): Tom Carney
Source or Vendor: In L. D. Goodstein & J. W. Pfeiffer, *The 1983 Annual for Facilitators, Trainers, and Consultants* (pp. 91-102). San Diego, CA: University Associates.
Target Audience: People working in organizations.
Number of Items: 10.
Description: The author calls this a "consciousness-raising" instrument. It is designed to assess various styles of career management and to clarify some of the consequences that result from the choice of a specific style. The four styles measured are: the careerist, the organizational entrepreneur or task-force manager, the organization person, and the specialist/expert. Each item in this inventory consists of a statement of a career-management issue accompanied by four options (each of which represents one of the career-management styles above). The author suggests that the instrument can be used for assessing preferred career style and for determining the styles an organization favors.
Administration: The instrument is self-administered and scored. A brief section, "Working with Scores," gives trainers options on score presentation and use.
Development, Validity, & Reliability: No reliability, validity, or norm data available.
Cost: May be reproduced for educational use.

ATTITUDES TOWARD WOMEN AS MANAGERS (ATWAM)

Copyright Year: 1985
Author(s): Edward B. Yost & Theodore T. Herbert
Source or Vendor: In L. D. Goodstein & J. W. Pfeiffer, *The 1985 Annual: Developing Human Resources* (pp. 117-127). San Diego, CA: University Associates.
Target Audience: General use.
Number of Items: 12 (two items are not scored).
Description: The authors note that, "because attitudes are pervasive and powerful influences on behavior, it is important to consider their role in the treatment—both by men and by other women—of women in managerial positions." They developed this instrument to overcome some reported deficiencies of previous instruments designed to measure these attitudes (ease of faking and tendency to respond in socially desirable ways). It consists of 12 items, with three possible responses for each item.
Administration: Can be administered in a group setting or individually. Completion time is about 15 minutes. The instrument is self-scored. Brief interpretation and feedback instructions are given.
Development, Validity, & Reliability: Test-retest and internal-consistency reliability measures are reported. Norms for industry (manager and nonmanager) and student samples are presented for male and female groups.
Cost: May be reproduced for educational use.

BENCHMARKS®

Copyright Year: 1988, 1990, 1993
Author(s): Michael M. Lombardo & Cynthia D. McCauley
Source or Vendor: Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300. Phone: (910) 288-7210. FAX: (910) 288-3999.
Target Audience: Middle- and upper-level managers.
Number of Items: 164.
Description: This questionnaire is completed by a manager and the manager's co-workers (peers, direct

reports, boss) and measures a wide spectrum of management behaviors. The authors note that "it was developed from studying how managers develop rather than what they do." It is designed to help find trouble spots in potentially derailing managers and to suggest ways to build on strengths. Results are presented in three sections: (1) 16 skills that are predictive of success in organizations; (2) six derailment scales; and (3) handling challenging jobs. For all scales the respondent's score is compared to others' ratings and to Center for Creative Leadership norms. A validated French version of Benchmarks (*Reperes de Carrieres*) is also available. (For a comprehensive review of Benchmarks refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)
Administration: Completion time is about 30 minutes. Scoring is by computer. Those who use Benchmarks to provide feedback must first attend a two-day certification workshop; a trainer's guide is included. Participants receive detailed feedback information and a development guide for using the feedback to enhance their development.
Development, Validity, & Reliability: Benchmarks is based on extensive research on managers' developmental experiences. Items and scales were constructed based on this research and factor analysis. Reliability indices include test-retest, alpha, and interrater agreement. Several validity studies are reported using the following as criteria: assessment of promotability, performance evaluations, and a three-point measure—derailed/no change/promoted. A 1993 validity study conducted with a group of upper-level corporate managers found significant relationships between Benchmarks scales and ratings of executive performance.
Cost: Instrument set of one self, 11 observers, computer scoring, and development guide: $225. Discounts for quantity and in-house administration.

New

CAMPBELL-HALLAM TEAM DEVELOPMENT SURVEY (TDS)

Copyright Year: 1992
Author(s): David Campbell & Glenn Hallam
Source or Vendor: National Computer Systems, Inc., P.O. Box 1294, Minneapolis, MN 55440. Phone: (800) 627-7271.
Target Audience: Work groups, athletic teams, musical groups, drama groups, or other kinds of intact teams.
Number of Items: 166.
Description: Team members, team leaders, and outside observers respond by agreement or disagreement with statements related to interaction of team members, the guidance and direction of the team leader, and the team's ability to perform. Key strengths and weaknesses are assessed, including: mission clarity, innovation, satisfaction, shared responsibility, communication, and unity. Individual and team profiles are generated by computer scoring. A *Facilitator's Guide* offers detailed guidance for providing feedback and discussing results.
Administration: 25 minutes to complete. Computer scored at NCS. Teams regroup for distribution of feedback, discussion, and action planning.
Development, Validity, & Reliability: Full information on reliability, validity, norms, and instrument interpretation is available in the TDS manual (in press).
Cost: Survey: $12 per person plus $60 per team.

CAMPBELL LEADERSHIP INDEX® (CLI®)

Copyright Year: 1988, 1990
Author(s): David Campbell
Source or Vendor: National Computer Systems, Inc., P.O. Box 1294, Minneapolis, MN 55440. Phone: (800) 627-7271.
Target Audience: Students and adults in any setting.
Number of Items: 100.
Description: A self/other, 100-adjective checklist. Respondents are asked to indicate on a six-point scale how descriptive each adjective is of them (or of the leader they are rating). Compares an individual's self-evaluation of leadership characteristics with the evaluations of others, thus allowing the individual to see patterns of leadership strengths and possible weaknesses. The CLI profile presents 22 standardized scoring measures within five orientations: leadership, energy, affability, dependability, and resilience. (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Feedback Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)
Administration: Completion time is about 20-30 minutes. Scoring is performed by NCS using optically scanned answer sheets. Before purchasing the CLI, users must complete a qualification form or attend an NCS certification workshop. Participants receive a lengthy feedback report including graphs that display both self-report and observer ratings on orientations, scales, and items. A *Development and Planning Guide* offers background information and assists respondents in interpreting and using their feedback. A detailed administrative and interpretive manual is available for trainers.
Development, Validity, & Reliability: Test-retest, internal consistency, and interrater reliability studies are reported. Three major validity studies have been com-

pleted, as well as a research study comparing male and female responses.
Cost: Set of one self and five observer forms plus development planning guide: $165.

COMPASS: THE MANAGERIAL PRACTICES SURVEY

Copyright Year: 1984, 1988, 1990
Author(s): Gary Yukl
Source or Vendor: Manus Associates, 100 Prospect Street, South Tower, Stamford, CT 06901. Phone: (203) 326-3880. FAX: (203) 326-3890.
Target Audience: Managers at all levels.
Number of Items: 94.
Description: This instrument is designed to provide managers with information about their current behaviors on the job and to help them identify their strengths and expand their repertoire of effective management practices. Based on a 15-year research program, COMPASS measures 14 categories of management behavior. These are: informing, clarifying, monitoring, planning, problem solving, consulting, delegating, inspiring, recognizing, rewarding, supporting, mentoring, networking, and team-building. (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)
Administration: Users must be certified (a certification workshop is provided by Manus Associates). COMPASS is computer-scored by the vendor. A manual provides interpretive assistance and instrument background. A development guide is available for each of the 14 management practices, and a planning-guide workbook helps participants interpret and summarize the feedback information and graphs provided.
Development, Validity, & Reliability: This instrument is research-based, with scales verified through factor analysis. Test-retest, internal consistency, and interrater reliability information is provided, and three validation studies are reported. The norm group is a sample of 525 middle-level managers.
Cost: One set: $250. A set consists of one self-report version and eight co-worker versions, a boss report, scoring, feedback report, and documentation.

New

CONFLICT STYLE INVENTORY (CSI)

Copyright Year: 1986
Author(s): Marshall Sashkin
Source or Vendor: Organization Design and Development, Inc., 2002 Renaissance Boulevard, Suite 100, King of Prussia, PA 19406-2746. Phone: (800) 633-4533 or (215) 279-2002. FAX: (215) 279-0524.
Target Audience: Organization members.
Number of Items: Ten mini-cases about work-related conflict situations, each with five alternatives.
Description: The CSI presents ten mini-cases about work-related conflict situations. Each case has five alternative actions to which the participant may assign points. Conflict styles measured are defined as: avoiding/withdrawing, smoothing, forcing, bargaining, and problem solving.
Administration: Self-scored; complete directions are contained in the instrument booklet. A *Trainer Guide* provides background and interpretive information.
Development, Validity, & Reliability: Limited occupation-group norms are provided. The *Trainer Guide* reports that validity and reliability studies are underway.
Cost: Test booklets: $5.95 each. *Trainer Guide*: $15 each.

DEVELOPMENTAL ADVISING INVENTORY (DAI)

Copyright Year: 1989, 1992
Author(s): Gary L. Dickson & Timothy R. McMahon
Source or Vendor: Developmental Advising Inventories, Inc., P.O. Box 29-1884, Kettering, OH 45429. Phone: (513) 293-0053.
Target Audience: College students.
Number of Items: 135.
Description: This inventory is designed to help college students assess and understand the developmental tasks they face in this period of their lives. In the *Advisor's Guide* author Dickson states, "The *Developmental Advising Inventory* (DAI) is an assessment tool based primarily on the theory of young adult development outlined by Arthur W. Chickering (1969), and several other developmental psychologists. The major developmental tasks are conveyed through a wellness model with nine dimensions: intellectual, life planning, social, physical, emotional, sexual, cultural, spiritual, and political." Becoming an effective leader is assumed to require growth along all of these dimensions. The inventory is available in two editions: a Collegiate edition, using "campus" language, and a Community edition, "written for use in corporate, church, and other non-campus settings."
Administration: A 116-page *Advisor's Guide* (1993) provides theoretical background, detailed instructions for administration of the DAI, interpretation guidelines, an "Applications" section describing various campus settings in which the DAI may be used, and a history of the instrument's development. A *Student Guide* (1989, 1993) is available to help students use inventory results in their

development planning. The DAI may be hand- or computer-scored.
Development, Validity, & Reliability: The DAI was pre-normed on a sample of 1,551 college and university students. The 1992 revision included an initial validation sample of 767. Internal consistency reliability coefficients are reported. Validity studies using factor analysis include content validity and construct validity.
Cost: Inventory: $1.25 each (minimum 25). OpScan answer sheet: $1 each. *Student Guide*: $1.75 each. *Advisor's Guide*: $15. Specimen set: $20.

EDUCATIONAL ADMINISTRATOR EFFECTIVENESS PROFILE (EAEP)

Copyright Year: 1984, 1988
Author(s): Human Synergistics International
Source or Vendor: Human Synergistics, Inc., 39819 Plymouth Road, Plymouth, MI 48170. Phone: (313) 459-1030.
Target Audience: Educational administrators.
Number of Items: 120.
Description: The EAEP is a self/other instrument designed to help educational administrators diagnose their administrative strengths and weaknesses as a guide to self-development. Eleven categories of administrative behavior are assessed: setting goals and objectives, planning, making decisions and solving problems, managing business and fiscal affairs, assessing progress, delegating responsibilities, communicating, building and maintaining relationships, demonstrating professional commitment, improving instruction, and developing staff.
Administration: The EAEP is sold as a kit which contains a self-description form, five "description by others" forms, scoring worksheets, item-by-item feedback, and a self-development guide. Feedback data include a graphic profile indicating relative strengths and weaknesses. A *Leader's Guide* gives additional background and administrative information.
Development, Validity, & Reliability: Internal consistency interrater reliability figures are reported in a 1987 study. Convergent and criterion validity information is provided. Scale norms based on a group of 100 administrators are also available.
Cost: Kit: $45. The kit contains self and other forms and all necessary scoring and administrative information.

New

EMPOWERMENT PROFILE

Copyright Year: 1988
Author(s): John E. Jones & William L. Bearley
Source or Vendor: Organization Design and Development, 2002 Renaissance Boulevard, Suite 100, King of Prussia, PA 19406-2746. Phone: (800) 633-4533 or (215) 279-2002. FAX: (215) 279-0524.
Target Audience: Executives, managers, supervisors.
Number of Items: 99.
Description: The authors designed the Dimensional Empowerment Model to depict eight parts of the concept of empowerment: autonomy, centrality, involvement, control, influence, resources, climate, and strengths. Participants respond to each question twice, once for themselves and once for their employees, to gain the total picture of empowerment at work.
Administration: 25-30 minutes to respond and self-score. Background information and trainer help are available in the *Facilitator Guide*.
Development, Validity, & Reliability: Items come from a literature review and interview data. Reliability coefficients are reported in the *Facilitator Guide*. The authors state that "the instrument displays content validity in that it adequately covers the subject it purports to cover." No norms provided (the authors state that they discourage normative comparisons for this instrument, since its purpose is not comparison with a statistical standard but rather self-assessment for personal action).
Cost: Test booklets: $6.95 each. *Facilitator Guide*: $20.

New

THE ENTREPRENEURIAL ORIENTATION INVENTORY: MEASURING THE LOCUS OF CONTROL

Copyright Year: 1985
Author(s): T. Venkateswara Rao
Source or Vendor: In L. D. Goodstein & J. W. Pfeiffer, *The 1985 Annual: Developing Human Resources* (pp. 129-137). San Diego, CA: University Associates.
Target Audience: Entrepreneurs, trainers, managers, planners, change agents, and organizational risk-takers.
Number of Items: 20.
Description: Locus of control is internal when an individual believes that life's events result from factors within, such as one's abilities and efforts. Locus of control is external when an individual believes that factors outside one's control, such as fate, luck, or powerful others, control life's events. This instrument measures one's internal and external patterns. Research indicates that internals have more natural entrepreneurial tendencies, but anyone can change their locus of control.

Administration: It is recommended that this test be administered at the beginning of a training session before any theoretical input is provided. It is also advised that this test be administered with another, such as Rotter's E-I scale or Levinson's LOC Scale, to measure generalized locus of control.
Development, Validity, & Reliability: No validity, reliability, or norm data reported.
Cost: May be reproduced for training use.

New
INFLUENCE STYLE QUESTIONNAIRE

Copyright Year: 1991
Author(s): Mike Woodcock & Dave Francis
Source or Vendor: In M. Woodcock & D. Francis, *The Self-Made Leader: 25 Structured Activities for Self-Development* (pp. 137-147). King of Prussia, PA: Organization Design and Development.
Target Audience: Small groups.
Number of Items: 15.
Description: Designed to evaluate and develop influencing skills, this questionnaire also serves as a framework for group discussion. Six influence styles are identified: assertion, expertise, political skills, preparation, presentation, and client-centered caring.
Administration: Instrument completion time is ten minutes. The accompanying information provides guidelines for the facilitator using this instrument to conduct a lecture and discussion. Total session time is about one hour and 45 minutes.
Development, Validity, & Reliability: No information provided.
Cost: May be reproduced for in-house educational use.

INTERPERSONAL INFLUENCE INVENTORY (III)

Copyright Year: 1990, 1993
Author(s): Rollin Glaser
Source or Vendor: Organization Design and Development, 2002 Renaissance Boulevard, Suite 100, King of Prussia, PA 19406-2746. Phone: (800) 633-4533 or (215) 279-2002. FAX: (215) 279-0524.
Target Audience: Adult.
Number of Items: 40.
Description: Helps individuals determine their interpersonal influence style by assessing the behaviors that they use when they attempt to influence others. Inventory items are based on a behavior model that suggests a mix of open and candid behavior coupled with consideration of others. Four influence patterns are derived: assertive, passive, openly aggressive, and concealed aggressive. The author suggests that awareness of influence style has become increasingly important as organizations shift from being hierarchical to more collaborative. A revised edition of this inventory was published in 1993.
Administration: The III is a self-scored instrument. A *Facilitator Guide* discusses the background of the instrument, provides guidelines for administration and interpretation, and offers suggestions for using the instrument in training.
Development, Validity, & Reliability: The *Facilitator Guide* discusses scale development via expert panel and factor analysis, and provides internal consistency reliability data for each of the four scales. Limited sample norms are provided for retail management supervisors and managers.
Cost: Inventory: $5.25 each. Participant handout, *How to be an Assertive Leader*: $3.10 each. *Trainer Guide*: $15.

New
INVENTORY OF BARRIERS TO CREATIVE THOUGHT AND INNOVATIVE ACTION

Copyright Year: 1990
Author(s): Lorna P. Martin
Source or Vendor: In J. W. Pfeiffer, *The 1990 Annual: Developing Human Resources* (pp. 131-141). San Diego, CA: University Associates.
Target Audience: General.
Number of Items: 36.
Description: This test identifies internal and external factors which inhibit one's ability to create and innovate. Six categories of barriers are measured: concept of self, need for conformity, ability to abstract, ability to use systematic analysis, task achievement, and physical environment. The author hypothesizes that creative and innovative behavior will increase as a result of feedback from this instrument and subsequent awareness of personal inhibitors.
Administration: Self-administered and self-scored.
Development, Validity, & Reliability: Test-retest reliability is reported. Construct validity is demonstrated by factor analysis, and content validity was assessed using expert ratings of the items as they pertain to the literature.
Cost: May be reproduced for educational use.

LEADER AUTHENTICITY SCALE

Copyright Year: 1982
Author(s): James E. Henderson & Wayne K. Hoy
Source or Vendor: ERIC Document Reproduction Service (ED 221 130, 78 pages), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Phone: (800) 443-3742. Also discussed in: J. E. Henderson & W. K.

Hoy (1983), Leader authenticity: The development and test of an operational measure, *Educational and Psychological Research, 3*(2), 63-75.
Target Audience: School leaders.
Number of Items: 32.
Description: Measures leader authenticity as defined by three aspects of behavior: the extent to which a leader accepts responsibility for actions, outcomes, and mistakes; the degree to which the leader is nonmanipulative of subordinates; and the degree to which the leader demonstrates self over role. Research was based on a teacher/principal population.
Administration: The LAS is completed by subordinates (teachers) on their leader (principal).
Development, Validity, & Reliability: Instrument development was through literature review, pilot study, expert judgments, and factor analysis. Construct validity was tested using relevant variables from the *Organizational Climate Descriptive Questionnaire*. Internal consistency reliability measures are reported.
Cost: This is a research instrument—contact the authors.

LEADER BEHAVIOR ANALYSIS II™ (LBAII)

Copyright Year: 1985, 1991
Author(s): Kenneth H. Blanchard, Ronald K. Hambleton, Drea Zigarmi, & Douglas Forsyth
Source or Vendor: Blanchard Training and Development, 125 State Place, Escondido, CA 92029. Phone: (800) 728-6000 or (800) 795-4283 or (619) 489-5005.
Target Audience: Supervisors and managers.
Number of Items: 20.
Description: This self/other instrument provides a leader with information about his/her self-perceived leadership style as well as others' perceptions of his/her style. Items are presented in the form of typical job situations in which the leader and staff member would be involved together. Respondents select one of four leader decisions which would best describe the target leader's behavior in that situation. There are four leadership-style scales and two scales that measure flexibility and effectiveness (flexibility reflecting the choice of varied leadership styles in the situations presented, and effectiveness reflecting the choice of a style appropriate to the situation presented). (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)
Administration: Completion time is about 20 minutes. The instrument is self-scored. Usually the individual's boss, subordinates, and two associates complete the other version of the instrument. Directions are provided for interpreting responses.
Development, Validity, & Reliability: A Blanchard report, *Research on the LBAII*, provides information on instrument development, reliability, and validity. Internal consistency and test-retest reliability indices are provided, and one validity study is reported using the Wilson *Multi-Level Management Survey* as a comparison.
Cost: $3.25 each.

LEADER EFFECTIVENESS AND ADAPTABILITY (LEAD)

Copyright Year: 1989
Author(s): Paul Hersey & Kenneth H. Blanchard
Source or Vendor: Pfeiffer & Company, 8517 Production Avenue, San Diego, CA 92121-2280. Phone: (800) 274-4434 or (619) 578-2042. FAX: (800) 569-0443.
Target Audience: Managers.
Number of Items: 12.
Description: The purpose of this inventory is to evaluate an individual's leadership style. It describes this style in terms of "telling," "selling," "participating," or "delegating" and indicates whether the style is appropriate in various situations. *LEAD Self* provides self-perception and feedback. *LEAD Other*, completed by the leader's associates, provides a group profile of the leader's style.
Administration: LEAD is a short self-scoring instrument. Separate scoring forms are required.
Development, Validity, & Reliability: Reliability coefficients and a single-study criterion validity coefficient are reported in a 1980 data sheet. Descriptions or sources of the studies are not provided.
Cost: Self or other instrument: $2.95 each. Self-scoring forms: $2.95 each. A special price of $1.65 is available to universities for classroom or research use.

LEADER POWER INVENTORY (LPI)

Copyright Year: 1988
Author(s): M. Afzalur Rahim
Source or Vendor: M. A. Rahim (1988), The development of a leader power inventory, *Multivariate Behavioral Research, 23*(4), 491-503. M. A. Rahim is at the Department of Management and Marketing, Western Kentucky University, Bowling Green, KY 42101.
Target Audience: Individuals in work or task groups.
Number of Items: 35.
Description: This instrument was designed to measure five bases of leader power suggested by French and Raven: coercive, reward, legitimate, expert, and referent. The author's motivation for developing this inventory was to overcome inadequacies of older, widely used measures of these power bases.
Administration: No administrative details are provided in the article describing the inventory.

Development, Validity, & Reliability: Construct and criterion validity are reported in the article noted above. Test-retest and internal-consistency reliability data are also provided, as well as evidence that the inventory is free from "social desirability" response bias. Additional information is available in subsequent and in-press articles by M. A. Rahim.
Cost: This is a research instrument—contact the author.

LEADER REWARD AND PUNISHMENT QUESTIONNAIRE (LRPQ)

Copyright Year: 1982, 1984
Author(s): Philip M. Podsakoff, William D. Todor, & Richard Skov
Source or Vendor: P. M. Podsakoff, W. D. Todor, & R. Skov (1982). Effects of leader contingent and noncontingent reward and punishment behaviors on subordinate performance and satisfaction, *Academy of Management Journal, 25*(4), 810-821. For further information contact Philip Podsakoff, Department of Management, School of Business, Indiana University, Bloomington, IN 47405.
Target Audience: Employees in organizations.
Number of Items: 23.
Description: This questionnaire is designed to measure four leader behavior variables related to the leader's use of reward and punishment. The four factors are: (1) performance-contingent reward behavior (the leader rewards high performance); (2) performance-contingent punishment (the leader punishes low performance); (3) non-contingent punishment (the leader's punishments are unrelated to performance); (4) non-contingent reward (the leader's rewards are unrelated to performance). (Additional information is available in P. M. Podsakoff et al. [1984], Situational moderators of leader reward and punishment behaviors: Fact or fiction? *Organizational Behavior and Human Performance, 34*, 21-63.)
Administration: No information available.
Development, Validity, & Reliability: The four scales were developed through factor analysis. Scale reliabilities are reported. Criterion validity was supported with the finding that contingent-reward leaders had the most satisfied, productive subordinates.
Cost: This is a research instrument—contact the author.

LEADERSHIP EFFECTIVENESS PROFILE (LEP)

Copyright Year: 1987
Author(s): Talico, Inc.
Source or Vendor: Talico, Inc., 2320 South Third Street #5, Jacksonville, FL 32250. Phone: (904) 241-1721. FAX: (904) 241-4388.
Target Audience: Adults.
Number of Items: 15.
Description: Based on situational and contingency leadership approaches, this instrument is used to identify leadership-style preferences, evaluate the individual's diagnostic skills and adaptability regarding leadership situations, and assess the individual's overall potential effectiveness as a leader.
Administration: Completion time is 40 minutes.
Development, Validity, & Reliability: Construct validity reportedly addressed using the "known groups" method.
Cost: Package of 20 questionnaires: $69.95.

New
LEADERSHIP INVENTORY

Copyright Year: 1993
Author(s): Stephen A. Stumpf
Source or Vendor: Center for Leadership, University of Tampa, 401 West Kennedy Boulevard, Tampa, FL 33606-1490. Phone: (813) 253-6221. FAX: (813) 258-7408.
Target Audience: College students and adults.
Number of Items: 50.
Description: This self/other feedback instrument focuses on thoughts and behaviors which result in others accepting direction and working together. There are ten scales, including: influences others to accomplish the unit's objectives, maintains the wholeness and integrity of the unit, builds trust, and models ethical behavior.
Administration: Self-scored. Forms are completed by the target person and by the person's manager, subordinates, and peers.
Development, Validity, & Reliability: No reliability or validity figures provided. No norms reported.
Cost: $5 each.

LEADERSHIP OPINION QUESTIONNAIRE (LOQ)

Copyright Year: 1960-1969, 1989
Author(s): Edwin A. Fleishman
Source or Vendor: SRA/London House, 9701 West Higgins Road, Rosemont, IL 60018. Phone: (800) 237-7685. In Illinois: (708) 292-1900.
Target Audience: Supervisors and prospective supervisors.
Number of Items: 40.
Description: This instrument measures consideration and structure, two factors that evolved from the Ohio State leadership studies. It is a self-report format in which respondents indicate how frequently they feel they should do what is described in each item. A high score on the

consideration scale suggests an emphasis on the group-process and human-relations aspects of managing, while a high structure score reflects a need to actively direct and structure tasks and activities. The *Examiner's Manual* suggests that the LOQ (which is completed by the supervisor) may be used in conjunction with a companion instrument, the *Supervisory Behavior Description* (which is completed by subordinates on how their managers behave), but users should be aware that these are separate instruments, not different versions of the same instrument.

Administration: Users of the LOQ must have completed appropriate coursework in psychology/education or have received comparable training. The instrument is self-scoring and can be completed in about 15 minutes. An *Examiner's Manual* (1989) provides a description of the LOQ and information on usage, development, reliability, and validity.

Development, Validity, & Reliability: The instrument grew out of a long history of leadership research at Ohio State University. The dimensions were developed and refined using factor-analytic techniques. Internal consistency and test-retest reliability coefficients are reported in the manual, along with reviews of construct and criterion validity studies.

Cost: Package of 25 test booklets: $37. *Examiner's Manual*: $15.

LEADERSHIP/PERSONALITY COMPATIBILITY INVENTORY (L/PCI)

Copyright Year: 1990

Author(s): James H. Brewer

Source or Vendor: Associated Consultants in Education, P.O. Box 650, Nyack, NY 10967. Phone: (800) 748-9073. Also available from Organization Design and Development, 2002 Renaissance Boulevard, Suite 100, King of Prussia, PA 19406-2746. Phone: (800) 633-4533 or (215) 279-2002. FAX: (215) 279-0524.

Target Audience: Adult.

Number of Items: 32.

Description: Designed to help managers understand how the compatibility between basic personality style and leadership role may affect leadership effectiveness. A personality inventory and a leadership role inventory are included. Personality types measured are bold, expressive, sympathetic, or technical. Leadership role characteristics are active/competitive, persuasive/interactive, precise/systematic, and willing/steady.

Administration: The two parts of the L/PCI are self-administered and self-scored. Interpretations are provided on the back of the scoring sheets. Data from the two inventories are plotted on a compatibility graph.

Development, Validity, & Reliability: Internal consistency reliability is reported only for the personality-style section. Validity studies were reportedly done, but no specific data are provided. Additional studies may be available from the author.

Cost: $6.95 each.

LEADERSHIP PRACTICES INVENTORY (LPI)

Copyright Year: 1988, 1993

Author(s): Barry Z. Posner & James M. Kouzes

Source or Vendor: Pfeiffer & Company, 8517 Production Avenue, San Diego, CA 92121. Phone: (800) 274-4434. FAX: (800) 569-0443.

Target Audience: Leaders or potential leaders at all levels in various types of organizations.

Number of Items: 30.

Description: This instrument is based on the premise that leadership is an observable, learnable set of practices and that those with the desire and persistence to lead can improve their leadership skills. The five practices measured are: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging others. According to the authors, "The LPI helps you discover to what extent you have incorporated these five practices into your everyday behavioral repertoire." The two forms of the instrument, self-assessment and observer, allow self-evaluation and evaluation by others. Suggested uses include leadership training, leader selection, performance feedback, and leadership research. A computer scoring program is available. (For a comprehensive review of a 1989 version of this instrument refer to: *Feedback to Managers, Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.) NOTE: See also the related instrument in this section, *Leadership Practices Inventory–Student* (appropriate for the college environment). Other Kouzes and Posner instruments not included here are *Leadership Practices Inventory–Delta* (to assess changes in leadership practices), *Team LPI* (to measure behaviors common to high-performing teams), and *Leadership Practices Inventory–Individual Contributor* (to help nonmanagers assess their behaviors and develop leadership strengths).

Administration: Completion time is about ten minutes. The LPI can be self-scored or scored with a PC-based computerized scoring program. The computer scoring generates a feedback printout. A trainer's manual provides interpretive and background information, and a development guide helps individuals use the feedback provided.

Development, Validity, & Reliability: The development of this instrument was based on extensive research by Kouzes and Posner. Reliability was determined using test-retest, internal consistency, and interrater methods. Validity was tested against an independent measure of

leadership effectiveness. Feedback scales were verified with factor analysis.
Cost: LPI-self: $9.95 each. LPI-other: $3.95 each.

LEADERSHIP PRACTICES INVENTORY–STUDENT (LPI–STUDENT)

Copyright Year: 1992
Author(s): Barry Z. Posner & Barbara Brodsky
Source or Vendor: Kouzes-Pozner International, Inc., 15419 Banyan Lane, Monte Sereno, CA 95030. Phone: (408) 354-9170.
Target Audience: College students.
Number of Items: 30.
Description: This is an instrument designed for assessing and studying leadership in college students. It can be used alone or with an other version for constituent feedback. It grew out of the original *Leadership Practices Inventory* developed by Kouzes and Posner, which rests on a model of effective leadership based on specific behaviors of people when they are at their "personal best" as leaders. The premise for the development of a student version is that leadership-assessment techniques that are appropriate for business and public-sector organizations are probably not appropriate in the college environment.
Administration: Administrative details, instrument background, and norms are included in a trainer's manual.
Development, Validity, & Reliability: The LPI–Student was developed with a population of outstanding student leaders, then pilot-tested and validated on additional student-leader groups. Test-retest and internal reliabilities are available. Several articles describing the development and use of the instrument are available.
Cost: Package of ten *Self* forms: $25. Package of 50 *Other* forms: $50. Trainer's manual: $25.

LEADERSHIP REPORT (LR) (3rd Edition)

Copyright Year: 1988, 1990
Author(s): W. Warner Burke Associates, Inc.
Source or Vendor: W. Warner Burke Associates, Inc., 201 Wolfs Lane, Pelham, NY 10803. Phone: (914) 738-0080. FAX: (914) 738-1059.
Target Audience: Anyone in a leadership position.
Number of Items: 18.
Description: This instrument is based on the work of James MacGregor Burns and is designed to help individuals distinguish between transformational leadership and transactional leadership. Transformational leaders are concerned primarily with change, while transactional leaders view the leader-follower relationship as an exchange process. The instrument is primarily for middle- and upper-level managers, though it could be used by anyone in a leadership or managerial position. The LR is available both in a self-scoring format and in a self and others' feedback edition. This instrument is scheduled for revision in 1994.
Administration: Completion time is about 25 minutes. A booklet contains the questionnaire, scoring instructions, interpretation guidance, norms, and a reading on "Leadership and Empowerment."
Development, Validity, & Reliability: Factor analysis was used to extract three dimensions measured by the instrument. Some evidence of validity is provided by a study that showed that the *LR* is able to differentiate leaders from managers.
Cost: Booklet: $10.

LEADERSHIP SKILLS INVENTORY (LSI)

Copyright Year: 1985
Author(s): Frances A. Karnes & Jane C. Chauvin
Source or Vendor: PRO-ED, Inc., 8700 Shoal Creek Blvd., Austin, TX 78758. Phone: (512) 451-3246.
Target Audience: Elementary and secondary school students. May also be used at post-secondary level.
Number of Items: 125.
Description: The LSI is a self-administered, self-scored inventory of personal leadership skills for use with students who would like to improve their leadership potential. It analyzes abilities in nine areas: fundamentals of leadership, written communication, speech communication, values clarification, group dynamics, problem solving, personal development, decision making, and planning.
Administration: Completion time is about 45 minutes. The inventory may be administered in a group or individual setting. An administration manual covers the development, use, scoring, and interpretation (briefly) of the instrument. A computer-scored version is available. An extensive *Activities Manual* offers developmental activities corresponding to items on the LSI.
Development, Validity, & Reliability: Reliability was measured by internal consistency methods. Scales were developed after a review of the literature, but no factor-analytic studies to verify scale integrity are reported.
Cost: Kit with 25 inventory forms, manual, and activity book: $59.

LEAST PREFERRED CO-WORKER SCALE (LPC)

Copyright Year: 1967
Author(s): Fred E. Fiedler
Source or Vendor: In Fred E. Fiedler & Martin M. Chemers, *Improving Leadership Effectiveness: The Leader Match Concept. Second Edition* (pp. 17-27). New York: Wiley, 1984.
Target Audience: Leaders or potential leaders in various settings.
Number of Items: 18.
Description: This self-report instrument is primarily for research use. It attempts to measure whether a leader is primarily relationship-oriented or task-oriented. The format is somewhat unusual in that the items involve describing someone with whom the respondent *least* likes to work. The relative negativity of these scores determines whether the individual is seen as relationship-oriented (less negative) or task-oriented (more negative). The LPC grew out of Fiedler's development of a contingency theory of leadership (F. E. Fiedler & M. Chemers. *Leadership and Effective Management*. Glenview, IL: Scott Foresman, 1974).
Administration: Completion time is less than five minutes. The overall LPC score is a simple sum of the item scores.
Development, Validity, & Reliability: Reliability measures using internal consistency and test-retest procedures are reported. Predictive validity studies seem to show that task-motivated leaders perform well in very favorable or very unfavorable situations, while relationship-oriented leaders do best in moderately favorable situations, an outcome consistent with Fiedler's contingency model.
Cost: This is a research instrument. No cost figures.

LIFE STYLES INVENTORY® (LSI)

Copyright Year: 1989
Author(s): J. Clayton Lafferty
Source or Vendor: Human Synergistics, Inc., 39819 Plymouth Road, Plymouth, MI 48170. Phone: (313) 459-1030.
Target Audience: Appropriate for leaders and non-leaders at all levels.
Number of Items: 240.
Description: This instrument was developed "to assist individuals in identifying and understanding their thinking patterns and self-concept." The 12 scales (thinking styles) that make up the instrument are: humanistic-encouraging, affiliative, approval, conventional dependent, avoidance, oppositional, power, competitive, perfectionistic, achievement, and self-actualization. (For a comprehensive review of this instrument refer to: *Feedback to Managers, Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)
Administration: The LSI is available in a self form and a form that allows rating by others. Completion time is about 30 minutes, and the LSI may be either self-scored or scored by Human Synergistics. A *Leader's Guide* covers administration, scoring and interpretation, and a *Self-development Guide* tells how to use the instrument and its scores. No special certification is required to administer the instrument.
Development, Validity, & Reliability: Reliability data include internal consistency and interrater figures. Validity studies are reported in the manual and in others' research. The 240 items that comprise this instrument, and the 12 resultant scales, are conceptually based on Maslow's hierarchy of needs (security versus satisfaction) and on several other research themes that differentiate a "people" versus a "task" orientation. The scale was normed on a sample of over 9,000 adults.
Cost: LSI 1 (self rating), including *Self-development Guide and Profile Summary*: $25. LSI 2 (others' ratings), including five inventories and one *Self-development Guide*: $50.

New

MANAGEMENT OF DIFFERENCES INVENTORY (MODI)

Copyright Year: 1981
Author(s): Herbert S. Kindler
Source or Vendor: The Center for Management Effectiveness, P.O. Box 1202, Pacific Palisades, CA 90272. Phone: (310) 459-6052. FAX: (310) 459-9307.
Target Audience: Managers and employees who want to learn about conflict, disagreement, leadership, communication skills, and team-building.
Number of Items: 36.
Description: The MODI is a self-diagnostic inventory measuring one's style preferences and automatic responses to conflict situations. A feedback test is intended for one who has experienced a conflict situation with the participant. Nine strategies for handling differences are identified: domination, smoothing, maintenance, bargaining, coexistence, decision rule, collaboration, supportive release, and non-resistance. Scores are charted to determine viewpoint flexibility and interaction intensity.
Administration: 15 minutes to complete and score.
Development, Validity, & Reliability: No information provided.
Cost: Self test booklet: $4.45. Feedback test booklet: $3.75. Set: $7.

MANAGEMENT SKILLS PROFILE (MSP)

Copyright Year: 1982
Author(s): Personnel Decisions, Inc.
Source or Vendor: Personnel Decisions, Inc., 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis, MN 55402-1608. Phone: (612) 339-0927. FAX: (612) 339-0927.
Target Audience: Middle-level managers.
Number of Items: 122.
Description: The MSP is a self/other questionnaire containing a brief biographic section and a management skills section. Respondents indicate the extent to which a skill statement applies to the manager in question (self or other). It measures 18 skill areas associated with effective management (e.g., human relations, motivating, coaching), plus a results orientation scale included for research purposes. Output is a narrative *Developmental Feedback Report*. An interpretive guide says that, "the MSP focuses on specific job-related skills, rather than on managerial style or other abstract concepts." (For a comprehensive review of this instrument refer to: *Feedback to Managers, Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)
Administration: Completion time is about 30-45 minutes. The MSP is on a scannable form scored by the vendor. Users must be certified by Personnel Decisions, Inc., before purchasing the instrument (two-day workshop). Workshop attendees receive a *Developing Managers Manual* which provides help on administration, interpretation, and feedback. Participants get a personalized feedback report that uses graphs, plots, and narrative to present strengths, development needs, and development suggestions.
Development, Validity, & Reliability: Interrater and internal-consistency reliability studies are reported along with longitudinal test-retest correlations. Content-validation research is reported. Research studies report on the criterion validity of the MSP.
Cost: Set of one self and nine observer forms, an interpretive guide, and scoring: $250.

New

MANAGERIAL PHILOSOPHIES SCALE (MPS)

Copyright Year: 1986
Author(s): Jacob Jacoby & James R. Terborg
Source or Vendor: Teleometrics International, 1755 Woodstead Court, The Woodlands, TX 77380. Phone: (713) 367-0060.
Target Audience: Managers and potential managers.
Number of Items: 36.
Description: This inventory assesses the degree to which the taker agrees or disagrees with each of 36 statements. The answers reflect a leaning toward a Theory X or Theory Y view of human motivation. The MPS is based on the work of Douglas McGregor, whose Theory Y suggests that employees are motivated by intrinsic rewards and typically desire more self-control. Theory X proponents believe that employees need to be controlled by extrinsic rewards and punishments.
Administration: A self-scoring instrument.
Development, Validity, & Reliability: Internal consistency and test-retest reliability data are presented in the *Reality Check Survey*, which also describes construct validity and provides norms based on corporate samples.
Cost: $6.95 per copy.

New

MANAGERIAL STYLE QUESTIONNAIRE (MSQ)

Copyright Year: 1980
Author(s): McBer and Company
Source or Vendor: McBer and Company, 137 Newbury Street, Boston, MA 02116. Phone: (800) 729-8074 or (617) 437-7080. FAX: (617) 437-9417.
Target Audience: All levels of managers from supervisors to upper-level executives.
Number of Items: 36.
Description: Measures managerial style in six dimensions: coercive, authoritative, affiliative, democratic, pace-setting, and coaching. The employee version of the MSQ provides the manager feedback from his employees or peers. "The purpose of the MSQ is to stimulate thinking about which styles are currently used, and which can be used most effectively to deal with various situations." This test is available in a Spanish translation.
Administration: 20 minutes to complete and self-score. A separate publication, *The MSQ Profile and Interpretive Notes*, contains the scoring key, profile, definitions, and normative data.
Development, Validity, & Reliability: Reliability and validity data are presented in the *MSQ Trainer's Guide*.
Cost: *MSQ Participant Version* (ten self-questionnaires and ten profiles with interpretive notes): $60. *MSQ Employee Version*: $25 for a package of ten. *MSQ Trainer's Guide*: $15.

MANAGERIAL WORK-VALUES SCALE (MWVS)

Copyright Year: 1991
Author(s): T. Venkateswara Rao
Source or Vendor: In J. W. Pfeiffer, *The 1991 Annual: Developing Human Resources* (pp. 163-177). San Diego, CA: University Associates.
Target Audience: Managers and potential managers.
Number of Items: 36.
Description: Originally developed to measure the work values of medical doctors, the instrument was later revised to measure managers' work values. It focuses on nine values: creativity, economics, independence, status, service, academics, security, collegiality, and work conditions. A paired-comparison format is used to establish the relative strengths of the values for the individual.
Administration: This self-scoring instrument can be self-administered or given in a group setting. An interpretation sheet provides a ranking of values and a brief explanation of each value; a short "Action Plan" section provides guidelines for change.
Development, Validity, & Reliability: Test-retest reliability figures are provided, as is a brief discussion of content validity and the use of cluster analysis to verify scale independence.
Cost: May be reproduced for educational use.

New

MANAGING CHANGE QUESTIONNAIRE

Copyright Year: 1990
Author(s): W. Warner Burke & Janet L. Spencer
Source or Vendor: W. Warner Burke Associates, Inc., 201 Wolfs Lane, Pelham, NY 10803. Phone: (914) 738-0080. FAX: (914) 738-1059.
Target Audience: Managers.
Number of Items: 25.
Description: Measures knowledge of 25 key issues on how to manage organizational change. According to the authors, the *Managing Change Questionnaire* "is based on (1) theoretical and research knowledge regarding the change process and (2) years of practical experience in helping managers guide their organizations through change efforts." It is intended to stimulate thinking and discussion more than to evaluate individuals.
Administration: A *Trainer's Guide* is available. Completion instructions are contained in the questionnaire itself. Interpretive information is contained in a separate booklet.
Development, Validity, & Reliability: No reliability or validity data are reported. Cross-industry norms are provided in the booklet *Managing Change: Interpretation and Industry Comparison.*
Cost: Tests: $60 for package of 25. *Trainer's Guide*: $300. *Managing Change: Interpretation and Industry Comparison*: $10 (optional).

MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ)

Copyright Year: 1985, 1989, 1990
Author(s): Bernard M. Bass & Bruce J. Avolio
Source or Vendor: Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306. Phone: (415) 969-8901.
Target Audience: The MLQ may be used with leaders at all organizational levels. It has been used in a variety of organizational settings.
Number of Items: 70.
Description: This instrument measures transformational and transactional leadership skills as developed and defined by James Burns, Bernard Bass, and others. Four scales reflect transformational leadership and two reflect transactional leadership. Additionally, there is a "non-leadership" scale and six organizational outcome scales. The transformational scales are charisma, inspiration, intellectual stimulation, and individual consideration. The transactional scales are contingent reward and managing by-exception. According to Bass, transformational leadership augments transactional leadership rather than replacing it. (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)
Administration: This instrument can be completed in about 15 minutes. It is completed by the leader and subordinates. To purchase the MLQ users must indicate that they have had a course or other experience that would enable them to interpret psychological tests. Scoring is by the vendor. An extensive feedback report, including graphics, provides tailored interpretation of results.
Development, Validity, & Reliability: The MLQ is based on many studies of managers in varied kinds of organizations. Feedback scales were developed through factor analysis. Reliability studies include test-retest, internal consistency, and interrater. A number of validity studies have been completed and others are underway.
Cost: $90 per set. A set contains a self-rating form, five rater forms, and includes computer scoring.

NETWORKING SKILLS INVENTORY (NSI)

Copyright Year: 1990
Author(s): Beverly Byrum-Robinson & David Womeldorff
Source or Vendor: In J. W. Pfeiffer, *The 1990 Annual: Developing Human Resources* (pp. 153-168). San Diego, CA: University Associates.
Target Audience: Actual or potential managers and leaders.
Number of Items: 24.
Description: This instrument was derived from interviews with networking "experts" and from the work of John Kotter on networking. It consists of 24 items that ask respondents to say how often they engage in a particular networking behavior. Scores are translated into three dimensions which correspond to Kotter's three bases for building influence. These are: attaining relevant information; creating and maintaining good working relations; and establishing a good track record.
Administration: The inventory is self-scored. Scores are plotted on a triangular graph representing the three influence bases. Brief interpretation instructions are provided.
Development, Validity, & Reliability: Content validity is based on expert rater acceptance of items as being important networking behaviors. Construct validity was assessed from factor analysis. The authors report moderate internal-consistency reliability. Norms were derived for a group of financial-service professionals and for a cross section of professionals in a variety of industries.
Cost: May be reproduced for educational use.

New

ORGANIZATIONAL-TYPE INVENTORY

Copyright Year: 1994
Author(s): Manfred F. R. Kets de Vries, Danny Miller, & Gaylord Reagan
Source or Vendor: In J. W. Pfeiffer, *The 1994 Annual: Developing Human Resources* (pp. 167-186). San Diego, CA: Pfeiffer & Company.
Target Audience: Organizational members.
Number of Items: 55.
Description: Based on Kets de Vries, *Unstable at the Top: Inside the Troubled Organization* (1989), this instrument is designed to help participants identify which one of five types characterizes their organization. The five organizational types are: dramatic, suspicious, detached, depressive, and compulsive. Used in a group setting, the instrument encourages discussion of the impact of identified patterns and the appropriateness of particular patterns for an organization's short- and long-term viability.
Administration: Respondents complete and score the inventory after the facilitator reviews the five organizational patterns. A discussion follows.
Development, Validity, & Reliability: The authors state that this inventory "is designed for use as an action-research tool rather than as a rigorous data-gathering instrument," thus they report no reliability or validity information.
Cost: May be reproduced for educational use.

New

PARKER TEAM PLAYER SURVEY (PTPS)

Copyright Year: 1991
Author(s): Glenn M. Parker
Source or Vendor: XICOM, Sterling Forest, Woods Road, Tuxedo, NY 10987. Phone: (800) 759-4266 or (914) 351-4735. FAX: (914) 351-4762.
Target Audience: Ongoing teams or work groups.
Number of Items: 18.
Description: Each member of a team has a preferred style for relating to the other players. To work at optimal level, a balance of team player styles must be achieved. This self-scored test gives the user immediate feedback regarding primary and less active styles: contributor, collaborator, communicator, or challenger. The companion, *Parker Team Player Survey: Styles of Another Person*, may be used to provide feedback.
Administration: Participants complete sentences with multiple-choice endings, ranking his/her personal choices for most-to-least applicable responses. The PTPS is self-scored.
Development, Validity, & Reliability: Norms based on a sample of 500-plus respondents are available. Breakouts by gender, occupation, and industry are provided. No reliability or validity data are reported.
Cost: Tests booklets: $5.50 each. Includes self-scoring and interpretation.

POWER BASE INVENTORY

Copyright Year: 1985, 1991
Author(s): Kenneth W. Thomas & Gail Fann Thomas
Source or Vendor: XICOM, Sterling Forest, Woods Road, Tuxedo, NY 10987. Phone: (800) 759-4266 or (914) 351-4735. FAX: (914) 351-4762.
Target Audience: Leaders and others who want to understand and exert influence.
Number of Items: 30.
Description: This instrument measures the following managerial power styles: information-giving, expertise, goodwill, authority, reward, and discipline. Power is defined as the ability to influence people, either by "personal power" or "position power." Individuals select

whichever of two statements is more descriptive of the reasons why subordinates might comply with their wishes or beliefs.
Administration: The Power Base Inventory is self-scored and graphed on a chart in the test booklet. Eleven pages of interpretation and usage guidance are also provided in the booklet.
Development, Validity, & Reliability: Internal consistency and test-retest reliability quotients are reported. Initial measures of convergent validity and construct validity are also reported.
Cost: $5.25 each.

POWER PERCEPTION PROFILE (PPP)

Copyright Year: 1979
Author(s): Paul Hersey & Walter E. Natemeyer
Source or Vendor: Pfeiffer & Company, 8517 Production Avenue, San Diego, CA 92121. Phone: (800) 274-4434 or (619) 578-5900. FAX: (800) 569-0443.
Target Audience: Supervisors, managers, educational leaders.
Number of Items: 21.
Description: The PPP is a self/other instrument designed to provide individuals with feedback on their range of power bases, to identify the power bases that may be needed to influence situations, and to extend the situational leadership approach into an organizational context.
Administration: The PPP is self-scoring. A worksheet and six-page handout may be purchased to assist in interpreting and using the feedback from the instrument.
Development, Validity, & Reliability: No information available.
Cost: Perception of Self form: $2.95. Perception of Other form: $2.95.

PRAXIS®

Copyright Year: 1990, 1993
Author(s): Christopher W. Guest, Peter D. Gratzinger, & Ronald A. Warren
Source or Vendor: ACUMEN International, 3950 Civic Center Drive, Suite 310 North, San Rafael, CA 94903. Phone: (415) 492-9190. FAX: (415) 479-5358.
Target Audience: Middle-level managers.
Number of Items: 128.
Description: PRAXIS measures management skills from a behavioral perspective and indicates which of those skills co-workers think are most important for managers. The authors note that this instrument is intended to provide feedback and guide management development. The skill areas included were derived from the work of many previous researchers. An initial list of 36 skill areas was reduced to 16 in four categories. The four categories are task management, team development, business values, and leadership. The 16 skills are informing, efficiency, planning, problem solving, performance feedback, relationship skills, staff development, team motivation, quality improvement, customer focus, promoting innovation, accountability, empowerment, influence, mission skills, and networking. The 1993 edition has a larger norm base and enhanced feedback displays. (For a comprehensive review of the 1990 edition of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)
Administration: Certification for users is highly recommended but not mandatory. PRAXIS uses personal computers to collect data from the manager and co-workers. A special report-generator program uses the PC to produce a personalized printed feedback report which contains both graphic and narrative information. A participant workbook provides additional guidance. A trainer's guide is available to assist instrument administrators.
Development, Validity, & Reliability: Internal consistency and interrater reliability measures are provided. Criterion validity was assessed using leadership effectiveness ratings. The *Technical Report on Methods and Validity* (1993) provides detailed development, reliability, and validity data.
Cost: $200 per manager. Report-generator program, with one-day training session: $3,500.

PRINCIPAL'S POWER TACTICS SURVEY

Copyright Year: 1989
Author(s): Richard G. Landry, Ann W. Porter, & Donald K. Lemon
Source or Vendor: Contact the authors at the University of North Dakota, Grand Forks, ND 58202. Phone: (701) 777-4255. FAX: (701) 777-4365. Instrument development is reported in: R. G. Landry, A. W. Porter, & D. K. Lemon (1989), *Educational and Psychological Measurement, 49*, 221-226. The instrument itself was a part of the dissertation by Ann Porter, *School Climate and Teachers' Perceptions of Principals' Use of Power Strategies*, University of Michigan, 1986. This is available from University Microfilms, Ann Arbor, MI (Order No. DA8702460).
Target Audience: Principals.
Number of Items: 35.
Description: This instrument was developed to assess the power strategies used by elementary school principals from the perspective of the teachers. Position power and personal power are the primary scales of the survey.

Subscales making up the position-power scale are assertiveness, sanctions, and upward appeal. Subscales making up the personal-power scale are ingratiation, rationality, exchange, and coalition.
Administration: No information provided.
Development, Validity, & Reliability: Internal-consistency reliability figures of .84 are reported for the two major scales. Content validity was assessed through teacher judgments of items.
Cost: This is a research instrument—contact the authors.

New

PROFILE FOR THE ASSESSMENT OF LEADERSHIP

Copyright Year: 1991
Author(s): DeKalb County School System, Decatur, GA.
Source or Vendor: DeKalb County School System, Department of Research and Evaluation, 3770 North Decatur Road, Decatur, GA 30032. Phone: (404) 393-9340.
Target Audience: Principals, assistant principals, and office administrators.
Number of Items: Principal version: 96. Other administrator version: 48.
Description: This instrument, partially based on the findings of Peters and Waterman (*In Search of Excellence*, Harper & Row, 1982), covers generic leadership competencies based on observation and rating of the leader's behavior. Respondents are asked to record the frequency with which they observe specific behaviors in the administrator they are rating over a period of time. A profile is constructed for each leader to be compared to profiles of other leaders assessed. The leaders for which this instrument was developed are school principals and other school administrators.
Development, Validity, & Reliability: Content and construct validity and reliability are reported in special reports from the DeKalb School System.
Cost: No cost. Contact Mrs. Su Ellen Bray, Department of Research and Evaluation, DeKalb County School System, 3770 North Decatur Road, Decatur, GA 30032. Phone: (404) 393-9240.

New

THE PROFILOR®

Copyright Year: 1991
Author(s): Personnel Decisions, Inc.
Source or Vendor: Personnel Decisions, Inc., 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis, MN 55402-1608. Phone: (612) 339-0927. FAX: (612) 337-8292.
Target Audience: Middle-level managers.
Number of Items: 135.
Description: A customizable multi-rater feedback instrument, *The PROFILOR®* measures 24 management skills, including: analyze issues, build relationships, and lead courageously. The authors state that they have "developed a new skills model based on the manager's current role which requires such skills as fostering teamwork, participative management, championing change, and displaying organizational savvy." The three-part feedback consists of a summary, detailed information, and a development plan. Optional skill areas which may be included at the organization's request are: recognize global implications, value diversity, leverage networks, innovate. Questionnaires and feedback are available in Japanese and most European languages. *The PROFILOR® for Individual Contributors* is recommended for professionals who do not have direct responsibility for managing people.
Administration: Completion time is 30-45 minutes. Scoring is done by Personnel Decisions. Feedback may be provided by Personnel Decisions or by feedback-givers trained and certified by Personnel Decisions.
Development, Validity, & Reliability: Documentation on development, reliability, and validity is available from PDI.
Cost: Set of one self and ten respondent forms, a feedback report, a development guide, a development plan, and scoring: $275.

SITUATIONAL LEADERSHIP II: LEADERSHIP SKILLS ASSESSMENT

Copyright Year: 1990
Author(s): Kenneth H. Blanchard et al.
Source or Vendor: Blanchard Training and Development, Inc., 125 State Place, Escondido, CA 92029. Phone: (800) 728-6000 or (800) 795-4283 or (619) 489-5005.
Target Audience: Those in a management or leadership position.
Number of Items: 24.
Description: The purpose of this assessment instrument is to provide feedback to one's immediate supervisor or manager. It offers situations in which users describe their manager's recent behavior and leadership skills. The ratings range from one, indicating never, to six, indicating always. The four leadership styles measured are directing, coaching, supporting, and delegating.
Administration: Completion time is approximately 20 minutes. Directions for the survey are included in the test booklet. Forms are mailed to a test-scoring company which prepares a composite computer summary for feedback. A 12-page interpretive guide is also provided.

Development, Validity, & Reliability: No information provided.
Cost: Pre-assessment package of one self and five other forms: $125. Post-assessment package includes computer summary and interpretive guide: $70.

SKILLSCOPE®

Copyright Year: 1988, 1992
Author(s): Robert E. Kaplan
Source or Vendor: Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300. Phone: (910) 288-7210. FAX: (910) 288-3999.
Target Audience: Managers at all levels.
Number of Items: 98.
Description: This questionnaire is completed by a manager and a mixture of subordinates, peers, and superiors, and assesses managerial strengths and development needs. Results are summarized in 15 clusters of management skills, presented in a display that indicates whether the skill is a strength, development need, or neither. It compares self, boss, and other ratings.
Administration: Before purchasing users must offer evidence of skill in giving feedback. SKILLSCOPE has a simple yes/no checklist format on scannable forms that are scored by the Center for Creative Leadership. A graphic feedback report plots strengths and development needs as seen by the participant and by others. A *Trainer's Guide* provides background information, administrative and interpretive help, and psychometric information.
Development, Validity, & Reliability: Test-retest and internal-consistency reliability studies are reported in the *Trainer's Guide*. Validity was assessed using an independent measure of manager effectiveness.
Cost: Set of one self and nine observer forms, *Trainer's Guide*, and scoring with feedback report: $125.

New

SOCIAL SKILLS INVENTORY (SSI)

Copyright Year: 1989
Author(s): Ronald E. Riggio
Source or Vendor: Consulting Psychologists Press, 577 College Avenue, Palo Alto, CA 94306. Phone: (415) 969-8901.
Target Audience: Eighth-grade reading level and above.
Number of Items: 90.
Description: Social communication is divided into sending skills (expressivity), receiving skills (sensitivity), and controlling skills. Nonverbal communication is classified as emotional, while verbal communication is classified as social. Use of these influence strategies is identified: rapport, mirroring, and deception. The author suggests that the SSI could be a useful tool in leadership development workshops; he also reports research which suggests that high scorers on the SSI may be seen as charismatic.
Administration: 30 to 45 minutes to complete. The SSI should be administered by professionals who have a background in psychological testing.
Development, Validity, & Reliability: Current norms are based on a college-student population, although research with other groups is underway. Test-retest and internal-consistency reliability figures are reported. Convergent and discriminant validity studies are reported.
Cost: Package of 25 test booklets: $24. Package of 25 answer sheets: $16. Manual: $16.

New

STRATEGIC DECISION MAKING INVENTORY (SDMI)

Copyright Year: 1983
Author(s): Herbert S. Kindler
Source or Vendor: Center for Management Effectiveness, P.O. Box 1202, Pacific Palisades, CA 90272. Phone: (310) 459-6052. FAX: (310) 459-9307.
Target Audience: Managers, supervisors, team members.
Number of Items: 12.
Description: The SDMI assesses four basic decision-making processes: individual judgment, compromise agreement, cooperation, and impersonal alternatives, such as a lottery or coin flips. Participants respond to 12 typical business problems by choosing the appropriate decision-making process for solving each problem. Scores are charted to indicate current style. Situations are then analyzed to explain best choices.
Administration: Self-administered, scored, and interpreted.
Development, Validity, & Reliability: Limited norms presented in *Trainer's Guide*. No reliability or validity information provided.
Cost: Tests: $4.45 each. *Trainer's Guide*: $15 each.

New

STRATEGIC LEADERSHIP STYLES INSTRUMENT

Copyright Year: 1993
Author(s): Gaylord Reagan
Source or Vendor: In J. W. Pfeiffer, *The 1993 Annual: Developing Human Resources* (pp. 161-178). San Diego, CA: Pfeiffer & Company.
Target Audience: Members of organizations, employees, and students.

Number of Items: 40.

Description: This instrument identifies which of eight styles typify an individual's strategic leadership orientation. Drawn in part from the work of Lawrence Miller, *Barbarians to Bureaucrats: Corporate Life Cycle Strategies* (1989) who identified a series of leadership styles that dominate each of the six stages of organizational life, Reagan's eight styles are prophet, barbarian, builder, explorer, synergist, administrator, bureaucrat, and aristocrat. The author suggests that his instrument can help individuals identify their style preferences, facilitate discussion about organizational-style patterns, and stimulate discussion around the appropriateness of style preferences in the context of organizational goals.

Administration: The facilitator provides background information on the concept of organizational life cycles and reads instrument instructions. The instrument is self-scored. Interpretive information on the eight styles is provided.

Development, Validity, & Reliability: No reliability or validity data is provided.

Cost: May be reproduced at no cost for educational use.

STRENGTH DEPLOYMENT INVENTORY (SDI)

Copyright Year: 1973, 1989, 1992

Author(s): Elias H. Porter

Source or Vendor: Personal Strengths Publishing, Inc., P.O. Box 397, Pacific Palisades, CA 90272. Phone: (310) 454-5915.

Target Audience: Adults and students.

Number of Items: 20.

Description: This inventory measures an individual's self-reported style of relating to others under two conditions: when things are going well, and when things are not going well and the respondent is in conflict with others. Scores are plotted on an "Interpersonal Interaction Triangle" and graphically illustrate the individual's strength of motivation toward four polarities: altruistic-nurturing, assertive-directing, analytic-autonomizing, and flexible-cohering.

Administration: The SDI is self-administered and includes instructions on the first page. The self-contained form provides instructions for plotting scores as well as text and graphs for understanding and interpreting the results. A *Manual of Administration and Interpretation* provides facilitators and trainers with technical background and other administrative information. There is no special certification required to use and administer the SDI.

Development, Validity, & Reliability: Test-retest reliability figures are reported in the administration manual and in a separate *Reliability and Validity* brochure. Internal-consistency validity measures are reported. External validity was tested by examining scores of groups presumed to be high on the behaviors measured by one of the scales, but no coefficients were reported.

Cost: Inventories: $3.65 each. Manual: $12.

New

SUBSTITUTES FOR LEADERSHIP SCALE–REVISED (SLS–R)

Copyright Year: 1993

Author(s): Philip M. Podsakoff, Scott B. McKensie, & Richard Fetter

Source or Vendor: P. M. Podsakoff, S. B McKensie, & R. Fetter (1993), Substitutes for leadership and the management of professionals, *Leadership Quarterly, 4,* 1-44. Contact Philip Podsakoff, Department of Management, School of Business, Indiana University, Bloomington, IN 47405.

Target Audience: Organizational members; professionals.

Number of Items: 41.

Description: This research instrument is a considerably revised and shortened version based on one originally developed by S. Kerr & J. M. Jermier (Substitutes for leadership: Their meaning and measurement, *Organizational Behavior and Human Performance, 22,* 375-403). It was designed to further test Kerr and Jermier's premise that in certain situations "certain individual, task, and organizational variables act as 'substitutes for leadership,' negating the hierarchical superior's ability to exert either positive or negative influence over subordinate attitudes and effectiveness." The SLS–R contains 13 subscales, each reflecting some aspect of the subordinate, task, or organization that may substitute for leader influence.

Administration: Contact the authors.

Development, Validity, & Reliability: Scale reliability figures are reported as well as relationships to a number of criterion measures.

Cost: Contact the authors for availability and research use.

SUCCESS STYLE PROFILE (SSP)

Copyright Year: 1988, 1992

Author(s): Dennis E. Coates

Source or Vendor: Performance Support Systems, 601 Thimble Shoals Boulevard, Suite 207, Newport News, VA 23606. Phone: (804) 873-3700 or (800) 488-6463.

Target Audience: Leaders, managers, students, and others.

Number of Items: 96.

Description: SSP is a cognitive-styles inventory in which the respondent is asked, "How strong is your INTEREST, LIKING or PREFERENCE for each of the items below?"

The SSP is constructed in a modified paired-comparison format. It offers information on where a person is comfortable operating and the kinds of leadership situations where the person must stretch. It may also raise awareness of the operating-style differences among people and groups. Output is presented as 16 possible cognitive styles, each resulting from a different configuration of three basic dimensions: perception-conception, logic-feel, and external-internal focus of attention.

Administration: Those who plan to use the SSP must attend a five-day certification workshop ($1,695). The SSP is computer-scored, and an individualized "Summary Report" is provided that describes and charts the results. A 35-page booklet and a summary chart of leadership styles are available to assist individuals in interpreting their results. An administrator's handbook is also available.

Development, Validity, & Reliability: Test-retest and internal-consistency reliability data are reported in the administrator's handbook. Criterion validity was assessed using reference groups in specialized occupations. Convergent-construct validation is also addressed.

Cost: Question book and answer sheet: $3. Computer scoring: $10 each.

SUPERVISORY BEHAVIOR DESCRIPTION (SBD)

Copyright Year: 1972, 1979, 1989

Author(s): Edwin A. Fleishman

Source or Vendor: SRA/London House, 9701 West Higgins Road, Rosemont, IL 60018. Phone: (800) 237-7685. In Illinois: (708) 292-1900.

Target Audience: Subordinates of managers at various levels.

Number of Items: 48.

Description: The SBD measures leader behaviors, as seen by the leader's subordinates, rather than the process of leadership. This is one of several instruments that evolved from the Ohio State leadership studies. It is designed to measure two dimensions of a supervisor's (leader's) behavior: consideration, which encompasses actions reflecting friendship, mutual trust, and good human relations; and structure, which reflects behaviors centered around organizing work and relationships, scheduling, and getting the job done. The *Examiner's Manual* notes that sometimes the SBD is used in conjunction with the *Leadership Opinion Questionnaire*, an instrument which measures these same two dimensions, but from the leader's own perspective. These two instruments, however, are separate instruments, not two versions of the same instrument, and thus cannot be directly compared.

Administration: Users of the SBD must have completed appropriate coursework in psychology/education or have received comparable training. The SBD is self-administered, and an accompanying *Examiner's Manual* describes specific details which the administrator must address when using this instrument. The manual also includes information on instrument development, usage, validity and reliability, and norms.

Development, Validity, & Reliability: The SBD comes out of a long history of leadership research at Ohio State University. Reliability figures (test-retest and internal consistency) are reported in the manual. The manual also summarizes construct and criterion-related validity studies.

Cost: Package of 25 test booklets: $37. *Examiner's Manual*: $15.

New

SURVEY OF INTERPERSONAL VALUES (SIV)

Copyright Year: 1960, 1993

Author(s): Leonard V. Gordon

Source or Vendor: SRA/London House, 9701 West Higgins Road, Rosemont, IL 60018. Phone: (800) 237-7685. In Illinois: (708) 292-1900.

Target Audience: High school and college students and adults.

Number of Items: 90 (30 sets of three statements each).

Description: The SIV measures critical values in personal relationships: support, conformity, recognition, independence, benevolence, and leadership. The leadership scale is described as "being in charge of other people, having authority over others, being in a position of leadership or power."

Administration: 15 minutes to complete. Hand-scored with stencil. Purchase of this test is restricted to persons having advanced training in use of personality instruments. Purchaser must have an approved application on file with SRA.

Development, Validity, & Reliability: Internal consistency and test-reliability coefficients are reported in the *Examiner's Manual* (1993). Validity studies include comparisons of the SIV with other personality measures and criterion validity studies. Norm tables are available.

Cost: Tests: $40 for package of 25. Scoring stencil: $10. Profile sheets: $50 for package of 100. *Examiner's Manual*: $15.

SURVEY OF LEADERSHIP PRACTICES (SLP)

Copyright Year: 1987-1989

Author(s): Clark L. Wilson & Donal O'Hare

Source or Vendor: Clark Wilson Publishing Company, 1320 Fenwick Lane, Suite 412, Silver Spring, MD 20910. Phone: (800) 537-7249 or (301) 587-2591.

Target Audience: All organizational levels.

Number of Items: 85.
Description: Based on Wilson's task cycle theory of leadership influence, this instrument contains dimensions that correspond to his phases of the leadership process. These phases are: entrepreneurial vision, sensing the environment, gaining commitment, drive, and reinforcing change. The survey is usually administered to the individual and to the individual's boss, peers, and direct reports. (For a comprehensive review of this instrument refer to: *Feedback to Managers, Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)
Administration: Users of this instrument are required to attend a qualification workshop ($600), which is offered three times a year. The SLP is computer-scored; feedback consists of both narrative and graphs, and participants also receive a personal-planning guide. A trainer's guide provides administrative, background, and feedback information.
Development, Validity, & Reliability: Instrument development is based on research and factor analysis for scale verification. Internal-consistency and interrater reliability data are reported in publisher's documents. Criterion validity was assessed using ratings by superiors.
Cost: Instrument: $11 each. Computer-scoring: $6-$8 for a set of instruments.

T-P LEADERSHIP QUESTIONNAIRE

Copyright Year: 1974
Author(s): J. William Pfeiffer & John E. Jones
Source or Vendor: In J. W. Pfeiffer & J. E. Jones (1974), *A Handbook of Structured Experiences for Human Relations Training, Volume I* (pp. 7-12). San Diego, CA: University Associates.
Target Audience: General.
Number of Items: 35.
Description: This is a questionnaire for measuring leadership style along the dimension of task-orientation versus people-orientation. A simple profile sheet may be completed that indicates where the respondent falls on the Task-Person dimension. According to the authors it was adapted from a revision of the *Leader Behavior Description Questionnaire.*
Administration: This is a self-rating and self-scoring instrument. Administrative and scoring instructions are provided in the reference above.
Development, Validity, & Reliability: No information available.
Cost: May be reproduced for educational use.

TACIT KNOWLEDGE INVENTORY FOR MANAGERS (TKIM)

Copyright Year: 1991
Author(s): Richard K. Wagner & Robert J. Sternberg
Source or Vendor: Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2498. Phone: (800) 634-0424.
Target Audience: Managers at all levels.
Number of Items: 9.
Description: This instrument was constructed to measure what the authors call "managerial street smarts." The test consists of a series of work-related situations coupled with ten possible responses to that situation. The individual completing the inventory is asked to rate the quality of each response compared to the others. Performance on the inventory is scored by comparing the individual's responses to those of a group of experts. According to the authors, "The inventory can be used to guide organizations in the selection of entry-level managers, promotion of lower- and middle-level managers to higher ranks, and as a diagnostic tool for training and development."
Administration: Certification/registration is not required to administer the TKIM in a corporate setting, but the publisher does require verification of user qualifications if purchased by individuals. Completion time is about 25 minutes. The *User Manual* provides administration guidelines, interpretation help, and reliability/validity information. The TKIM is computer-scored, and managers receive a results report with both graphic and narrative information.
Development, Validity, & Reliability: Internal-consistency and test-retest reliability studies are reported in the user manual. It has been validated against behavioral-assessment ratings from leadership-development simulations.
Cost: Test booklets: 5 for $10. Answer sheets and scoring: 10 for $220.

New

TEAM COMMUNICATION INVENTORY (TEAMCOM)

Copyright Year: 1992, 1993
Author(s): Rollin Glaser
Source or Vendor: Organization Design and Development, Inc., 2002 Renaissance Boulevard, Suite 100, King of Prussia, PA 19406-2746. Phone: (800) 633-4533 or (215) 279-2002. FAX: (215) 279-0524.
Target Audience: Teams and work groups in organizations.
Number of Items: 42.
Description: TEAMCOM is intended to help team

members learn their tendencies to use or mask task and maintenance behaviors during team discussions. Task roles measured are: initiator, information giver, information seeker, challenger, coordinator, evaluator, completer. Maintenance roles measured are: encourager, gatekeeper, compromiser, harmonizer, energizer, processor, standard setter. Plotting individual and group scores on graphs provides insight into differences.
Administration: Ten minutes for completing test, 30 minutes for team discussion, and one hour for giving and receiving feedback. The instrument is self-scored. A *Facilitator Guide* provides background and interpretive information.
Development, Validity, & Reliability: Instrument development was based on a model of group-member roles and input from an expert panel. Limited norms are provided. No reliability or validity information is reported.
Cost: Test booklets: $4.25 each. *Facilitator Guide*: $25.

New

THOMAS-KILMANN CONFLICT MODE INSTRUMENT (TKI)

Copyright Year: 1974
Author(s): Kenneth W. Thomas & Ralph H. Kilmann
Source or Vendor: XICOM, Sterling Forest, Woods Road, Tuxedo, NY 10987. Phone: (800) 759-4266 or (914) 351-4735. FAX: (914) 351-4762.
Target Audience: General.
Number of Items: 30.
Description: This instrument assesses an individual's self-reported behavior in conflict situations. It is intended to guide self-awareness of current style and alternatives to consider. Styles of handling conflict include: competing, collaborating, compromising, avoiding, and accommodating.
Administration: 15 minutes to complete. Self-scoring.
Development, Validity, & Reliability: Validity and reliability data are reported in R. H. Kilmann & K. W. Thomas (1977), Developing a forced-choice measure of conflict-handling behavior: The "mode" instrument, *Educational and Psychological Measurement, 37*, pp. 309-325. Limited norms for student samples are also reported in this article.
Cost: Test booklets: $5.50 each. Includes scoring and interpretation.

VISIBILITY/CREDIBILITY INVENTORY: MEASURING POWER AND INFLUENCE

Copyright Year: 1988
Author(s): W. Brendan Reddy & Gil Williams
Source or Vendor: In J. W. Pfeiffer, *The 1988 Annual: Developing Human Resources* (pp. 115-124). San Diego, CA: University Associates.
Target Audience: Adult work-group members.
Number of Items: 50.
Description: This measure is used to help group members understand their own and others' functioning with regard to power within a group. The two components of power assessed are visibility and credibility. Visibility is the result of behaviors that permit a person to be up-front and physically visible. Credibility is the result of behaviors that give a person influence so that he or she is believed—and believed in—by others.
Administration: Completion time is ten minutes. This inventory is usually completed in a group setting and is self-scored. Brief administration and interpretation instructions are provided.
Development, Validity, & Reliability: No information available.
Cost: May be reproduced for educational use.

THE VISIONARY LEADER: LEADER BEHAVIOR QUESTIONNAIRE (Third Edition)

Copyright Year: 1984, 1985, 1988, 1990
Author(s): Marshall Sashkin
Source or Vendor: Organization Design and Development, 2002 Renaissance Boulevard, Suite 100, King of Prussia, PA 19406-2746. Phone: (800) 633-4533 or (215) 279-2002. FAX: (215) 279-0524.
Target Audience: Middle- and upper-level managers.
Number of Items: 50.
Description: This questionnaire is completed by the leader and by the leader's associates (using a similar observer-rating form). Each item describes a certain leadership behavior, characteristic, or effect a leader might have on the organization. Behavior patterns measured (scales) include focused leadership, communication leadership, trust leadership, respectful leadership, risk leadership, bottom-line leadership, empowered leadership, long-term leadership, organizational leadership, and cultural leadership. Respondents are asked to indicate how true the statement is of the person they are rating. Scores provide information on the extent to which the ratee is a visionary leader, can elicit this response from others, and performs normal leadership functions. (For a comprehensive review of this instrument refer to: *Feedback to Managers, Volume II: A Review and Com-*

parison of Sixteen Multi-rater Instruments, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)

Administration: Completion time is about 20 minutes. The instrument is self-scored and results are plotted on a triangular grid. No certification is required to administer it. A *Visionary Leader Trainer Guide* is available which includes background information, technical details, and norms.

Development, Validity, & Reliability: Feedback scales were developed from factor analysis. Internal-consistency reliability has been reported. Concurrent validity studies are reported in the *Trainer Guide*. Additional studies on the current edition are in progress.

Cost: Self form: $7.95. Other form: $3.10. Set of one self and three other forms: $10.95.

EXERCISES, SIMULATIONS, AND GAMES

New

ALPHA/BETA: EXPLORING CULTURAL DIVERSITY IN WORK TEAMS

Copyright Year: 1994
Author(s): Steven R. Phillips
Source or Vendor: In J. W. Pfeiffer, *The 1994 Annual: Developing Human Resources* (pp. 37-46). San Diego, CA: Pfeiffer & Company.
Description: This simulation explores the problems that arise when members of two cultures with significantly different social norms must work together productively. Through the exercise and subsequent discussion, participants develop an understanding of the complexities of working in culturally diverse work teams. The two cultures are fictitious, which allows participants to more easily break away from their preconceived notions of appropriate behavior.
Cost: May be reproduced for educational use.
Target Audience: General.
Number of Participants: 35 (seven teams, each with four players and one observer).
Time Required: Approximately two hours.
Materials Required: As specified and provided in the above source.

New

AWAKA: AN EXPLORATION IN DIVERSITY

Copyright Year: 1993
Author(s): W. Christopher Musselwhite
Source or Vendor: Blue Ridge Resource Group, 415 Woodlawn Avenue, Greensboro, NC 27410. Phone: (910) 272-9530. FAX: (910) 273-4090.
Description: The Richlanders, who are economically and technologically superior, plan a trip to aid the Awakians with a project they are working on. The cultures are very different, which provides opportunity for miscommunication and conflict that is similar to that which naturally occurs when individuals work across cultural boundaries. The simulation's objectives are to: (1) experience issues involved with working across cultural and ethnic boundaries; (2) explore assumptions made about unfamiliar people; and (3) develop an effective process for entering a working relationship with people who are culturally different.
Cost: Contact the Blue Ridge Resource Group for licensing or in-house delivery.
Target Audience: Business, government, nonprofit, education.
Number of Participants: Not specified.
Time Required: Two hours.
Preparation: Requires moderate experience with running simulations and managing a debrief.
Materials Required: Provided with simulation.

BASES OF POWER: DEVELOPING THE GROUP'S POTENTIAL

Copyright Year: 1991
Author(s): Mary H. Kitzmiller
Source or Vendor: In J. W. Pfeiffer, *The 1991 Annual: Developing Human Resources* (pp. 43-50). San Diego, CA: University Associates.
Description: This exercise is based on the premise that without power, leadership is impossible. Using preliminary readings, discussion, self-analysis, and information sharing, participants are helped to identify their power bases (from among seven possibilities) and discover how they use power. The exercise also points out to group members the different power bases within the group. To wind up the experience, each participant creates an action plan for enhancing his or her power bases.
Cost: May be copied for training use, with credit to the source.
Target Audience: Intact work groups.
Number of Participants: All members of an intact work group.
Time Required: Three to three and one-half hours for a six-member group.
Materials Required: All required materials are in the book.

BEYOND LIMITS

Copyright Year: 1991
Author(s): Mike Woodcock & Dave Francis
Source or Vendor: In M. Woodcock & D. Francis, *The Self-Made Leader: 25 Structured Activities for Self-Development* (pp. 73-81), King of Prussia, PA: Organization Design and Development.
Description: The purpose of this activity is to assist individuals in exploring their personal limits. To start, participants individually complete a "Limits Checklist" of activities, responding in one of three ways: "I would do this willingly"; "I might do this"; or "I cannot imagine doing this." Scores are derived for five limit areas (e.g., "Low Emotional Expressiveness"), and then individuals complete a limits-exercise worksheet and discuss the results with at least one other person. The facilitator

emphasizes that it is always possible to choose to venture beyond one's perceived limits and explore new ways of behaving.
Cost: May be reproduced from the book above for in-house educational use.
Target Audience: General.
Number of Participants: Any number in groups of three or four.
Time Required: One and one-half hours.

BLIND LEADERSHIP

Copyright Year: 1991
Author(s): Cindy P. Lindsay & Cathy A. Enz
Source or Vendor: C. P. Lindsay & C. A. Enz, Resource control and visionary leadership: Two exercises, *Journal of Management Education, 15*(1), 127-135.
Description: As described by the authors, *Blind Leadership* "emphasizes the importance of leadership vision to the successful accomplishment of group tasks. In this exercise, a sighted group leader instructs blindfolded subordinates in putting together a Tinkertoy structure." Group leaders are given a picture of a completed Tinkertoy structure and told they may do whatever they wish (except remove blindfolds or touch the Tinkertoys) to get their subordinates to build the structure depicted. The authors note that the groups that finish first are usually the ones in which the leader communicated a "vision" of the final structure to the subordinates.
Cost: Cost of materials.
Target Audience: Various.
Number of Participants: Five groups of four to six people each.
Time Required: Approximately 45 minutes to one hour.
Preparation: Not specified.
Materials Required: Five sets of basic Tinkertoys; blindfold for each participant; five pictures of the Tinkertoy structure they are to build.

New

BREAKERS: AN ORGANIZATIONAL SIMULATION FOR VOCATIONAL EDUCATION PROFESSIONALS

Copyright Year: 1992
Author(s): Curtis R. Finch
Source or Vendor: NCRVE Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455. Order Number MDS-278.
Description: Participants in this simulation assume responsibility for operating a fictional technical college serving 10,000 students. There are ten roles consisting of president, vice presidents, deans, and campus administrators. Prior to the actual simulation, participants review orientation materials, including a description of the college, a mission statement, and an organizational chart. Role-playing materials include position descriptions, memoranda, letters, reports, and role-specific mission and program information. A short debriefing guide is provided. The simulation has been field-tested and may be used as a stand-alone experience or in conjunction with a leadership course or program.
Cost: $22.50 (for NCRVE document that includes all materials and facilitator information).
Target Audience: Students or vocational education professionals.
Number of Participants: Ten.
Time Required: Nine to 12 hours.
Preparation: The facilitator will need to prepare name tags, office position titles, mail baskets, and office supplies. Ideally, the simulation is run in an office suite or facility where participants can use existing offices, phones, and furniture.
Materials Required: Provided in the simulation document.

BROKEN SQUARES: NONVERBAL PROBLEM-SOLVING

Copyright Year: 1974
Author(s): Unknown
Source or Vendor: In J. W. Pfeiffer & J. E. Jones, *A Handbook of Structured Experiences for Human Relations Training, Vol. I* (pp. 25-30). San Diego, CA: University Associates.
Description: This exercise is designed to demonstrate the value of cooperation in group problem-solving. Participants in groups of five are instructed to assemble squares from packets of parts they are given. They may not speak or request parts from others. Individual packets are incomplete and squares may only be assembled with voluntary sharing, a point that usually takes groups some time to realize. This exercise is also known as *Cooperation Squares*.
Cost: May be reproduced for in-house educational use.
Target Audience: General student and adult.
Number of Participants: Any number of groups of five.
Time Required: 45 minutes.
Preparation: Time to prepare squares.
Materials Required: A set of broken squares for each group. Directions for preparation are included with the exercise.

New
BUSINESS SCRUPLES

Copyright Year: 1993
Author(s): Rajib N. Sanyal & Joao S. Neves
Source or Vendor: R. N. Sanyal & J. S. Neves, Business scruples: Confronting ethical issues in the workplace. *Simulation & Gaming, 24*(2), 240-247.
Description: In this role-playing game participants confront and resolve workplace ethical dilemmas. Each participant takes a turn playing each of three roles: employer, employee, or member of society at large. A special scoring system allows participants to compare the ethical standards of these three groups. The objectives of *Business Scruples* are to enable participants to: (1) recognize ethical dilemmas in the workplace; (2) learn how to handle and resolve such dilemmas; and (3) compare individual values to group values.
Target Audience: Managers, employees, business and management students.
Number of Participants: Several groups with five to nine participants each.
Time Required: 30 to 60 minutes.
Preparation: Time to prepare the dilemmas on index cards.
Materials Required: A number of business "dilemmas" should be prepared before playing the game (examples are provided in the article).

CAN WE SAVE LOGO MOTORS?

Copyright Year: 1989
Author(s): Ken Jones
Source or Vendor: In Ken Jones, *A Sourcebook of Management Simulations* (pp. 54-67). New York: Nichols.
Description: The setting for this short simulation is Logo Motors, an organization which manufactures cars, motor bikes, and mopeds; it is in serious financial trouble. A "Committee of Four" has been set up to see if Logo Motors can be saved. The first stage of the simulation involves middle management from the four organizations. The second stage is the meeting of the Committee of Four, which is made up of the bosses from the four organizations. Confidential memos and library documents drive the content of the simulation. Debriefs are held to look at what happened, how the participants made decisions, and how the simulation relates to real-world issues.
Cost: May be reproduced for training use within the purchasing institution.
Target Audience: Managers, executives.
Number of Participants: Between eight and 24.
Time Required: Two to three hours.

CHOOSING A LEADERSHIP STYLE: APPLYING THE VROOM AND YETTON MODEL

Copyright Year: 1988
Author(s): Roy J. Lewicki, Donald D. Bowen, Douglas T. Hall, & Francine S. Hall
Source or Vendor: In R. J. Lewicki et al., *Experiences in Management and Organizational Behavior* (3rd ed.) (pp. 121-131). New York: Wiley.
Description: This exercise is one of 48 contained in the above book. It is designed to help participants learn how to diagnose leadership situations and then choose the most appropriate decision-making process for that situation (based on the Vroom and Yetton model). Participants analyze case studies in a group setting and arrive at a consensual decision on the appropriate leadership style. The styles range from making the decision yourself without any additional input, to sharing the problem with your subordinates and coming to a consensus.
Cost: Cost of book.
Target Audience: Students, managers.
Number of Participants: Subgroups of three to five. Total group can be any size.
Time Required: 50 minutes.
Preparation: Participants must read an article that describes the Vroom and Yetton model.
Materials Required: No special materials required.

THE CRISIS GAME

Copyright Year: 1991
Author(s): H. Richard Friman
Source or Vendor: H. R. Friman. The crisis game, *Simulation & Gaming, 22*(3), 382-388.
Description: This game is designed to have participants experience the dynamics of decision making in crisis conditions. A crisis condition is characterized by surprise, threat to vital interests, and incomplete information. The author says that within these conditions the game director can tailor *The Crisis Game* by selecting a specific current crisis that fits the group. The game steps include: an announcement of a crisis condition; distributing a briefing package; group work on policy recommendations; random announcements of both relevant and irrelevant new information; further compression of an already-short time frame; presentation of policy recommendations; and game debriefing. The sample briefing package included in this article is based on an international-relations incident, the Panamanian situation in early 1988, but, as noted above, a crisis situation can be chosen and developed to correspond to any specific setting or group.
Target Audience: College students, managers, executives.

Number of Participants: Five to 60.
Time Required: One to two hours.
Preparation: The facilitator must select and prepare a crisis briefing.
Materials Required: Briefing package compiled by game director.

DELEGATION: USING TIME AND RESOURCES EFFECTIVELY

Copyright Year: 1988
Author(s): Michael N. O'Malley & Catherine M. T. Lombardozzi
Source or Vendor: In J. W. Pfeiffer, *The 1988 Annual: Developing Human Resources* (pp. 81-87). San Diego, CA: University Associates.
Description: This exercise is designed to assist participants in identifying the barriers to delegation, the benefits to delegation, and which kinds of tasks are suitable for delegating. A systematic method of delegating is presented, and each participant has an opportunity to apply this method to his/her tasks or projects that could be delegated but currently are not. Upon completion of the exercise, each participant has an action plan for delegating these tasks within his/her own job.
Cost: May be reproduced for educational use.
Target Audience: Managers, executives.
Number of Participants: Up to five subgroups of five or six participants each.
Time Required: Approximately two hours and 15 minutes.
Materials Required: Materials provided in the description.

DESERT I SURVIVAL SITUATION

Copyright Year: Not available
Author(s): Human Synergistics
Source or Vendor: Human Synergistics, 39819 Plymouth Road, C-8020, Plymouth, MI 48170-4290. Phone: (800) 622-7584. FAX: (313) 459-5557.
Description: This exercise uses the setting of a plane crash in the desert to teach group-consensus problem solving. Team members work individually and then as a group to assess the survival value of 15 items. Solutions are compared with those of a desert-survival expert to initiate discussion of the methods and benefits of team decision-making. An optional "scene-setting" video is available to enhance the exercise. An extended version of this, *Desert II Survival Situation*, is designed for those who may have already experienced a shorter simulation, and it encourages more detailed discussion.
Cost: Participant booklets: $3.75 each. Leader's guide: $20. Enhancement video: $125.
Target Audience: General.
Number of Participants: Any number of small groups.
Time Required: Two hours.
Materials Required: Leader's guide and participant booklets.

DEVELOPING LEADERSHIP SKILLS

Copyright Year: 1991
Author(s): Mike Woodcock & Dave Francis
Source or Vendor: In M. Woodcock & D. Francis, *The Self-Made Leader: 25 Structured Activities for Self-Development* (pp. 167-171). King of Prussia, PA: Organization Design and Development.
Description: Exploring leadership skills and the learning processes that contribute to developing these skills are the two purposes of this exercise. The first phase is a Leadership Skills Task, with the groups competing for a $500,000 grant. Each group must make a presentation on how the leaders of the future can be developed. After group presentations, which produce a composite list of leadership skills, individuals prepare their own personal-development plans.
Cost: May be reproduced for in-house educational use.
Target Audience: Students.
Number of Participants: Two or three groups of four to seven members each.
Time Required: Two and one-half hours.
Preparation: Not specified.
Materials Required: Note paper, blank transparencies, and transparency pens.

DEVELOPING TRUST: A LEADERSHIP SKILL

Copyright Year: 1981
Author(s): William J. Bailey
Source or Vendor: In J. W. Pfeiffer & J. E. Jones, *A Handbook of Structured Experiences for Human Relations Training, Vol. VIII* (pp. 45-51). San Diego, CA: University Associates.
Description: Establishing trust in relationships is an important leadership skill. This exercise allows participants to analyze and discuss certain behaviors and qualities involved in establishing a climate of trust. Each person completes a trust inventory sheet to assess consistency in exhibiting the appropriate behaviors and receives feedback from others on how he/she is perceived in relation to these behaviors.
Cost: May be reproduced for educational use.
Target Audience: Intact teams in any setting.
Number of Participants: Six to 24.
Time Required: Approximately two hours.

New
DIVERSOPHY™

Copyright Year: Not specified
Author(s): George Simons International and Multus, Inc.
Source or Vendor: George Simons International, The Galleria Office Park, 740 Front Street, Suite 335, Santa Cruz, CA 95060. Phone: (408) 426-9608. FAX: (408) 457-8590.
Description: Players roll dice and move around a game board, trying to avoid four diversity traps (Ethnocentricity, Stereotypes, Bias, and Assimilation). Players collect diversiCOINS for correct answers to question cards. There are four categories of questions: SMARTS (facts and statistics), CHOICE (business situations which require skilled decision-making), SHARE (where players must relate personal diversity experience), and RISK (where chance determines play). Cards address general diversity issues as well as the values and customs of specific ethnic and cultural groups.
Cost: $595.
Target Audience: Managers and employees.
Number of Participants: Four to six.
Time Required: 75 to 90 minutes.
Preparation: Not specified.
Materials Required: All materials packaged with game set.

ECO-CYCLIX

Copyright Year: 1992
Author(s): Cynthia McEwen
Source or Vendor: Executive Expeditions, 131 Village Parkway, Suite 4, Marietta, GA 30067. Phone: (404) 951-2173.
Description: A 5- to 16-hour simulation that uses both indoor and outdoor components to simulate a worldwide manufacturing operation. It utilizes a matrix organizational structure, financial performance, and a "live market" to focus on key elements for competitive success in the 1990s. Through an accelerated time frame, the simulation offers opportunities to assess the impact of organizational dynamics on strategies, decision making, and actual results. Eco-Cyclix can be tailored to meet specific client situations, including alternative use of outdoor features.
Cost: This is a proprietary simulation. Contact Executive Expeditions for information.
Target Audience: Executives, managers from intact work groups.
Number of Participants: Not specified.
Time Required: Five to 16 hours.

EFFECTIVE DELEGATION

Copyright Year: 1988
Author(s): Roy J. Lewicki, Donald D. Bowen, Douglas T. Hall, & Francine S. Hall
Source or Vendor: In R. J. Lewicki et al., *Experiences in Management and Organizational Behavior* (3rd ed.) (pp. 142-148). New York: Wiley.
Description: The action in this role-play exercise centers around a renovation project that involves construction of handicapped access ramps. Participants, playing the roles of those who must manage and implement the project, are exposed to the elements of effective delegation. It is designed to help them develop effective delegation skills, from both a manager's and subordinate's perspective. It also offers a chance to practice feedback skills.
Cost: Cost of book.
Target Audience: Managers and supervisors.
Number of Participants: Any number of groups of three.
Time Required: About one hour.
Preparation: Time to read introductory material.
Materials Required: No special materials required.

FAR SIDE EXERCISE

Copyright Year: 1991
Author(s): C. H. J. Gilson
Source or Vendor: C. H. J. Gilson, Teaching communications: Take a walk on "The Far Side," *Journal of Management Education, 15*(1), 121-123.
Description: This communication exercise uses cartoons from Gary Larson's *The Far Side*. The goal is for participants to uncover what the cartoon is communicating to the viewer. A combination of individual work, group consensus, and intergroup debate results in some interesting learnings, according to Gilson. He notes that "the exercise begins with an apparent *shared* perception of humor. Very quickly, however, the exercise exposes divergent and distinct patterns of thought and judgment that sensitize the students to some of the fundamental barriers to effective interpersonal communication."
Target Audience: Students; other groups exploring communication issues.
Number of Participants: Not specified.
Time Required: Not specified.
Materials Required: *The Far Side* cartoons and the instruction sheet included in the above article.

FEEDBACK AWARENESS: SKILL BUILDING FOR SUPERVISORS

Copyright Year: 1992
Author(s): Robert W. Lucas (Senior Trainer at the National Headquarters of the American Automobile Association in Heathrow, FL)
Source or Vendor: In J. W. Pfeiffer, *The 1992 Annual: Developing Human Resources* (pp. 29-36). San Diego, CA: Pfeiffer & Company.
Description: The purpose of this exercise is to enhance participants' awareness of the impact of feedback, offer feedback guidelines and practice time, and provide participants an opportunity to discuss and identify feedback characteristics and techniques. Participants record their perceptions of a partner's communication style during a brainstorming/discussion period. The perceptions are exchanged during a feedback session, and later shared with the entire group.
Cost: May be reproduced for educational use.
Target Audience: Supervisors.
Number of Participants: Four to six subgroups of four participants each.
Time Required: Two hours and 15 minutes.
Preparation: Posters must be prepared ahead of time.
Materials Required: Newsprint posters, clipboards for each participant, paper and pencils.

FOLLOW THE LEADER: AN INTRODUCTION TO SITUATIONAL LEADERSHIP

Copyright Year: 1984
Author(s): Karen S. Brown & Donald M. Loppnow
Source or Vendor: In J. W. Pfeiffer, *The 1984 Annual: Developing Human Resources* (pp. 38-43). San Diego, CA: University Associates.
Description: Situational leadership theory offers a method for managing people whereby a supervisor can adjust his or her leadership style according to what an individual subordinate needs in order to complete a specific task at a specific time. This exercise is designed to allow the participants to experience each of the four basic styles through a task using puzzle pieces. Upon completion the participants explore the ways in which leadership styles, tasks, and work groups affect one another.
Target Audience: Various.
Number of Participants: Four groups of four to six participants each.
Time Required: Approximately two and one-half hours.
Preparation: Not specified.

FOUR FACTORS: THE INFLUENCE OF LEADER BEHAVIOR

Copyright Year: 1989
Author(s): William N. Parker
Source or Vendor: In J. W. Pfeiffer, *The 1989 Annual: Developing Human Resources* (pp. 39-46). San Diego, CA: University Associates.
Description: R. Rosenthal and L. Jacobson's *Pygmalion in the Classroom* (Holt, Rinehart and Winston, 1968) is the source of the four leadership-influence factors that are the basis of this exercise. The goals of the exercise are to acquaint participants with this theory and to "give the participants an opportunity to analyze case studies showing how particular leader approaches to Rosenthal and Jacobson's four factors (climate, feedback, input, and output) can positively or negatively affect followers." Participants analyze the cases separately, discuss them in small groups, and then discuss them with the entire group.
Cost: May be reproduced for educational use.
Target Audience: General.
Number of Participants: Four groups of four to six participants each.
Time Required: One hour and 45 minutes.

THE GOOD LEADER: IDENTIFYING EFFECTIVE BEHAVIORS

Copyright Year: 1992
Author(s): Gerry Carline
Source or Vendor: In J. W. Pfeiffer, *The 1992 Annual: Developing Human Resources* (pp. 37-45). San Diego, CA: Pfeiffer & Company.
Description: In small subgroups, participants discuss and, if possible, arrive at consensus regarding the characteristics and behaviors that contribute to a leader's effectiveness. Each small group has a recorder and an observer. The recorder captures the subgroup members' ideas on newsprint; the observer makes notes on how leadership evolves in the subgroup, how members respond to the leadership, and how leadership influences the accomplishment of the task.
Target Audience: Various.
Number of Participants: Four subgroups of five to seven participants each.
Time Required: Two hours and 15 minutes.
Materials Required: All required materials listed in the book.

New

HATS "R" US: LEARNING ABOUT ORGANIZATIONAL CULTURES

Copyright Year: 1994
Author(s): Catherine J. Nagy
Source or Vendor: In J. W. Pfeiffer, *The 1994 Annual: Developing Human Resources* (pp. 93-106). San Diego, CA: Pfeiffer & Company.
Description: Participants in this exercise are assigned to one of four groups, each representing a general type of organizational culture (as identified by T. E. Deal and A. A. Kennedy in *Corporate Cultures: The Rites and Rituals of Corporate Life,* Reading, MA: Addison-Wesley, 1982). Each group is briefed on their culture type and, keeping their type in mind, must then (1) design a hat that they think their culture would produce, (2) decide on marketing goals, and (3) devise a marketing action plan. If desired, a manager may be designated for each group and asked to function in the way that a manager from that culture would. In subsequent discussions and debrief, participants explore their learnings about the four culture types and their reactions to the type they were assigned (i.e., did they feel aligned or misaligned with their culture).
Cost: May be reproduced for educational use.
Target Audience: Organization members.
Number of Participants: Four groups of four to six participants each.
Time Required: Two and one-half hours.
Materials Required: Provided in the source referenced above.

HOLLOW SQUARE: A COMMUNICATION EXPERIMENT

Copyright Year: 1974
Author(s): Arthur Shedlin & Warren H. Schmidt
Source or Vendor: In J. W. Pfeiffer & J. E. Jones, *A Handbook of Structured Experiences for Human Relations Training, Vol. II* (pp. 32-40). San Diego, CA: University Associates.
Description: *Hollow Square* is a useful communication exercise for illustrating the importance of intergroup communication to complete a task. A planning group has access to information regarding the assembly of a puzzle. They are to instruct the implementing team on how to assemble the puzzle. A third group serves as observers of the process. Typically, members of each team make unnecessary and limiting assumptions about the task. The debrief can be very rich with discussion about the planning process, authority relations and outcomes, and communication strategies within and between groups.
Cost: Cost of making *Hollow Square* puzzles.
Target Audience: College students, managers, executives.
Number of Participants: Can be used with large groups, depending on resources.
Time Required: Run time is approximately one to two hours with one hour of debriefing time.

New

JEFFERSON COMPANY EXERCISE

Copyright Year: 1992
Author(s): Anne H. Reilly
Source or Vendor: A. H. Reilly, Understanding resistance to change: The Jefferson Company exercise, *Journal of Management Education, 16,* 314-326.
Description: This exercise exposes students to some of the complexity encountered when attempting to implement change in an organization. "It is a role-play exercise, with four characters, designed to show how both employee and management resistance to change can hinder the implementation of an organizational change effort." The setting is a printing company which has recently been sold in a leveraged buyout. The four roles are the CEO, a sales manager, a shop foreman, and the union steward.
Cost: May be copied at no charge for educational use.
Target Audience: MBA and undergraduate students.
Number of Participants: Groups of four, with an alternate fifth person as observer.
Time Required: One and one-half to two hours.
Preparation: Not specified.
Materials Required: None except briefing materials in the article.

LEADERSHIP DISCUSSION EXERCISES: INSIGHT INTO DIRECTION-GIVING PROCESSES

Copyright Year: 1991
Author(s): John O. Burtis
Source or Vendor: John O. Burtis, Speech Department, Nichols Hall, Kansas State University, Manhattan, KS 66506. Phone: (913) 532-6875.
Description: This material does not contain "exercises" in the traditional sense, but the questions and observations that Burtis presents would serve any leadership educator well. There are three sections in this interesting collection: (1) a series of questions related to leadership ("the directioning process" in Burtis's words); (2) very creative lists of terms subsumed under the notion of leaders, followers, groups, etc. (some of these may be surprising—under the follower category are the terms *comrade, doer, slave, friend,* and *victim*); and (3) Burtis's own observations about the "direction-giving" process (e.g.,

"Many Hitlers failed or were diverted before the one we do know about succeeded. Many are trying now.").
Cost: Available from John Burtis at above address.
Target Audience: Students of leadership.

LEADERSHIP STYLES AND THEIR CONSEQUENCES

Copyright Year: 1981
Author(s): D. D. Warrick
Source or Vendor: D. D. Warrick, Leadership styles and their consequences, *Journal of Experiential Learning and Simulation, 3-4*, 155-172.
Description: The article in which this exercise appears discusses leadership-style theories and offers an integration of the theories by describing the typical characteristics, philosophy, skills, and consequences associated with each major style. The role-play exercise itself serves to portray the major styles and the productivity and satisfaction each is likely to produce. The exercise includes quantitative ratings of productivity and satisfaction for each style—information that provides grist for debriefing.
Cost: Available as a journal article.
Target Audience: General.
Number of Participants: 14 to 18.
Time Required: Not specified.
Materials Required: No special materials required.

LED LIKE SHEEP

Copyright Year: 1991
Author(s): Diane Dodd-McCue
Source or Vendor: D. Dodd-McCue, Led like sheep: An exercise for linking group decision making to different types of tasks, *Journal of Management Education, 15*(3), 335-339.
Description: This exercise focuses on the link between group decision-making schemes and the type of task assigned. Group decision-making is viewed on a continuum relative to the amount of influence or persuasion necessary to arrive at a group decision. Tasks range from those with correct answers to those that have a preferred answer. Each small group is given four tasks that span this range. After completing all of the tasks, the group members relate their observations about their groups and group processes given the different tasks.
Target Audience: Students (undergraduate and graduate level); executives.
Number of Participants: 25 to 40.
Time Required: 75 to 90 minutes.

MANAGEMENT PERSPECTIVES: IDENTIFYING STYLES

Copyright Year: 1985
Author(s): Patrick Doyle
Source or Vendor: In L. D. Goodstein & J. W. Pfeiffer, *The 1985 Annual: Developing Human Resources* (pp. 45-55). San Diego, CA: University Associates.
Description: This role-play exercise is designed to illustrate the effects of four different managerial styles: the scientific approach, the human-relations approach, the behavioral-science approach, and the sociotechnical-systems approach. The situation is a bank with recently installed electronic equipment that was supposed to become a model of productivity and efficiency. Instead, productivity is down and the employees are grumbling.
Cost: May be reproduced for educational use.
Target Audience: General.
Number of Participants: Three to six groups of four participants each.
Time Required: Two hours and 15 minutes.
Preparation: Not specified.
Materials Required: Clipboards for each participant; paper and pencils.

New

MAYTOWN IN-BASKET

Copyright Year: 1991
Author(s): Bill Weeks
Source or Vendor: Document No. ED347317. ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Phone: (800) 443-3742.
Description: In this exercise, designed for an agricultural education leadership course, students are placed in the role of director of a rural rehabilitation district. The participants have a week to respond to ten in-basket items. The exercise packet consists of an instruction sheet, background information sheets on the Maytown community, biographical sketches of the director and key employees, and the in-basket items. The author states that the goals for the activity are to: discover general management principles through problem solving, examine one's own management style, and plan applications of management principles.
Cost: Current price of ERIC document (approx. $5-$10).
Target Audience: College students.
Number of Participants: Variable.
Time Required: One week.
Preparation: Not specified.
Materials Required: Provided in the packet.

MY BEST BOSS

Copyright Year: 1988
Author(s): D. T. Hall
Source or Vendor: In R. J. Lewicki et al. *Experiences in Management and Organizational Behavior* (3rd ed.) (pp. 139-141). New York: Wiley.
Description: This exercise provides participants with the opportunity to examine their own views on positive behavioral leadership characteristics and share and compare them to other participants' views. From the many discussions, each participant should arrive at what theory of leadership comes closest to their actual experiences in working with a good boss.
Cost: Cost of book.
Target Audience: Various.
Number of Participants: Any size group.
Time Required: 50 minutes.
Materials Required: Flipcharts, markers, pen and paper.

New

THE ORGANIZATION GAME

Copyright Year: 1993
Author(s): Robert H. Miles, W. Alan Randolph, & Edward R. Kemery
Source or Vendor: R. H. Miles, W. A. Randolph, & E. R. Kemery, *The Organization Game. A Simulation.* (3rd ed.), New York: HarperCollins College Publishers.
Description: This is a new edition of *The Organization Game*, developed to provide a realistic setting in which individuals can experience and experiment with issues of organizational life. Participants actively create an organization, elaborate its rationalization and institutionalization, and develop the mechanisms for adapting to the internal and external forces of change. The challenge is for participants to integrate and apply their knowledge and skills related to individual, interpersonal, group, intergroup, and organizational behaviors. A summary of changes in this third edition is listed on pages 57-58 of the *Administrator's Guide*.
Cost: Contact publisher.
Target Audience: Various.
Number of Participants: 15 to 47 participants, although 22 to 32 is ideal.
Time Required: Best to run for a full day.
Materials Required: All participants require a *Participant's Manual*. Other requirements are described in the *Administrator's Guide*.

New

ORGANIZATIONAL SPIRITUALITY EXERCISE

Copyright Year: 1992
Author(s): Robert W. Boozer & E. Nick Maddox
Source or Vendor: R. W. Boozer & E. N. Maddox, An exercise for exploring organizational spirituality: The case of teaching transformational leadership, *Journal of Management Education, 16*, 503-510. NOTE: A longer version with more background information is available from Robert W. Boozer, Campus Box 8398, Stetson University, DeLand, FL 32720.
Description: This exercise was designed: "(a) to teach basic concepts of transformational leadership, (b) to encourage metaphorical and hermeneutical thinking, and (c) to explore the often-neglected spiritual side of work." In the process of thinking about strong or charismatic leaders, students also explore the spiritual nature of transformative leadership and then relate this to current organizational concerns. In order to keep the spiritual content free from parochial religion, students are prohibited from discussing their religious beliefs during the exercise.
Cost: None.
Target Audience: College students and other adults.
Number of Participants: Open.
Time Required: Two hours.
Materials Required: None required.

OURTOWN

Copyright Year: 1991
Author(s): W. Christopher Musselwhite
Source or Vendor: Blue Ridge Resource Group, 415 Woodlawn Avenue, Greensboro, NC 27410. Phone: (910) 272-9530. FAX: (910) 273-4090.
Description: Two community-based agencies are given the task of exploring their mission and purpose and developing a five-year strategic plan. In the middle of the process, the agencies are merged unexpectedly and the two groups are instructed to continue the task as one group. The purpose of this exercise is to: have participants experience change over which they have no control, understand the characteristics of effective leadership before and after change, and develop awareness of how to lead people as they pass through change-induced personal transitions.
Cost: Contact the Blue Ridge Resource Group for licensing or in-house delivery.
Target Audience: Business, government, nonprofit groups, student groups.
Number of Participants: Two groups of four to seven players each. Multiple groups can work simultaneously.

but each pair of groups requires a facilitator.
Time Required: Two hours.
Preparation: Trainers must have some experience with running simulations and managing a debrief.
Materials Required: Provided by vendor.

New
OUTBACK! A TEAM ADVENTURE

Copyright Year: 1993
Author(s): Rollin Glaser & Christine Glaser
Source or Vendor: *HRD Quarterly*, Organization Design and Development, Inc., 2002 Renaissance Boulevard, Suite 100, King of Prussia, PA 19406. Phone: (215) 279-2002.
Description: *Outback!* is one of a number of similarly formatted team-planning and decision-making exercises available from *HRD Quarterly*. In this particular exercise the scenario has the participants lost in the Australian outback. After reading introductory material describing the area and their dilemma, the participants must rank—individually and as a team—the survival utility of ten action alternatives and ten daypack items. This and the other exercises are patterned after the NASA exercise that has been around for some years, but *Outback!* provides more scene-setting detail than many other similar exercises. The *Facilitator Guide* is very thorough and provides plenty of information for introducing the simulation, running it, and debriefing.
Cost: Participant booklet: $4.25 each. *Facilitator Guide*: $25. Optional color slides: $25.
Target Audience: Existing teams or groups or newly formed groups.
Number of Participants: Teams of four to six members.
Time Required: Two hours minimum.
Preparation: Time to become familiar with the information in the *Facilitator Guide*.
Materials Required: Booklet for each participant; *Facilitator Guide*; optional color-slide package.

New
PAPER PLANES, INC.

Copyright Year: 1993
Author(s): W. Christopher Musselwhite
Source or Vendor: Blue Ridge Resource Group, 415 Woodlawn Avenue, Greensboro, NC 27410. Phone: (910) 272-9530. FAX: (910) 273-4090.
Description: *Paper Planes* helps participants experience the inherent problems with the traditional functionalization of work and explore work redesign issues, including participation, total quality, customer satisfaction, and systems thinking. In the simulation employees of a plane manufacturing company have the opportunity to sell as many planes as they can manufacture that meet given quality standards. The prescribed production design consists of a traditional functional division of labor. After evaluating the effectiveness of their efforts the workers are told to redesign the production process to their own specifications. Both production designs are compared for cost, quality, delivery time, and worker satisfaction.
Cost: Contact the Blue Ridge Resource Group for licensing or in-house delivery.
Target Audience: Business, government, education.
Number of Participants: Not specified.
Time Required: Short version is four hours; long version is seven hours.
Preparation: Trainer certification by Blue Ridge Resource Group is required.
Materials Required: Provided with simulation.

PARTNERSHIPS EXERCISES

Copyright Year: 1989
Author(s): Lorna C. Miller, Boyd E. Rossing, & Sara M. Steele
Source or Vendor: In the Appendix to L. C. Miller, B. E. Rossing, & S. M. Steel, *Partnerships: Shared Leadership Among Stakeholders*. Order from: Cooperative Extension Publications, Room 245, University of Wisconsin, 30 North Murray Street, Madison, WI 53715. Phone: (608) 262-3346.
Description: This publication contains several exercises designed to help participants identify stakeholders, build partnerships, maintain partnerships, and manage conflict. These are not elaborate exercises but rather consist of a series of brief activities and pointed questions to help structure participants' thinking about issues involved in shared leadership.
Cost: $10.
Target Audience: Not specified but could be used for students and adults.
Number of Participants: Not specified.
Time Required: Not specified.

POSITION POWER: EXPLORING THE IMPACT OF ROLE CHANGE

Copyright Year: 1986
Author(s): Phyliss Cooke & Lawrence C. Porter
Source or Vendor: In J. W. Pfeiffer, *The 1986 Annual: Developing Human Resources* (pp. 51-54). San Diego, CA: University Associates.
Description: Changes in the roles of group members can often affect attitudes and performance. For this exercise, each small group is given the same task to reduce their

membership by one. Following the loss of one member, they appoint one member to manager status. Each group is then instructed to create one symbol that best illustrates levels within an organization (worker, managerial, executive). The managers are unable to work directly on the task, and the members who were earlier excluded from the groups become the executive committee which decides which group has the winning symbol. Debrief questions focus on the thoughts and feelings at each stage in the exercise.
Cost: May be copied for training use, with credit to the source.
Target Audience: Managers and executives; could be adapted for students.
Number of Participants: Two to five groups of five to seven members each.
Time Required: Approximately three hours.
Materials Required: Newsprint flip chart and markers for each group, a prize for the winning group, and masking tape.

PRISONERS' DILEMMA: AN INTERGROUP COMPETITION

Copyright Year: 1974
Author(s): J. W. Pfeiffer & J. E. Jones
Source or Vendor: In J. W. Pfeiffer & J. E. Jones, *A Handbook of Structured Experiences for Human Relations Training, Vol. III* (pp. 52-56). San Diego, CA: University Associates.
Description: *Prisoners' Dilemma*, an older game but still popular, deals with the issues of trust, cooperation, competition, and interpersonal and intergroup relations. A team (acting the part of a prisoner charged with a crime) gets the highest payoff if it doesn't confess and the opposing team does confess, a mid-range payoff if both teams confess, a mid-range loss if neither team confesses, and a maximum loss if it confesses and the other team doesn't. The game is introduced as a "win as much as you can" process, but the competing teams usually interpret this to mean "beat the other team" rather than "maximize points."
Cost: May be reproduced for educational use.
Target Audience: General.
Number of Participants: Two teams of no more than eight members each.
Time Required: One hour.
Preparation: Time to prepare debriefing material.

RHETORIC AND BEHAVIOR: THEORY X AND THEORY Y

Copyright Year: 1991
Author(s): Maureen Vanterpool (Assistant Professor of Teacher Certification, School of Education and Allied Professions, Miami University, Oxford, OH)
Source or Vendor: In J. W. Pfeiffer, *The 1991 Annual: Developing Human Resources* (pp. 51-64). San Diego, CA: University Associates.
Description: Based on Douglas McGregor's delineation of two contrasting views of work motivation (workers are lazy and need to be controlled versus workers are responsible and eager to be involved), this exercise offers participants a chance to compare their X-Y rhetoric with their behavior. In the process they also have the chance to explore the assumptions (and the behaviors that demonstrate those assumptions) of Theory X and Theory Y. The exercise starts with participants completing an inventory of what they would "say" and another on what they would "do." The participants compare behavior with rhetoric, explore the assumptions in each, then complete role plays to further demonstrate Theory X and Theory Y rhetoric and behavior.
Cost: May be reproduced for educational use.
Target Audience: Supervisors and managers.
Number of Participants: Four groups of three to five participants each.
Time Required: Two and one-half hours.
Materials Required: Newsprint poster prepared in advance. Table and chairs for each group.

ROLE POWER: UNDERSTANDING INFLUENCE

Copyright Year: 1984
Author(s): Patrick E. Doyle
Source or Vendor: In J. W. Pfeiffer & L. D. Goodstein, *The 1984 Annual: Developing Human Resources* (pp. 26-36). San Diego, CA: University Associates.
Description: This role-play exercise explores the types of power inherent in different group and organizational roles. It acquaints participants with power strategies that can be used in the decision-making process and helps them understand effective versus ineffective use of power. The role positions are: controller, director of merchandising, personnel director, promotion director, and operations director. In addition to a description of their particular role, all players get a "public-knowledge" sheet that summarizes all positions; later in the role play they are all given a sheet that describes the real political power possessed by the different roles.
Cost: May be reproduced for educational use.
Target Audience: General.

Number of Participants: Three to five groups of six or seven participants each.
Time Required: Two hours.
Materials Required: Clipboards for three to five observers.

RUBICON

Copyright Year: 1992
Author(s): Cynthia McEwen
Source or Vendor: Executive Expeditions, 131 Village Parkway, Suite 4, Marietta, GA 30067. Phone: (404) 951-2173.
Description: *Rubicon* is an intense simulation utilizing both indoor and outdoor activities to focus on leadership, teamwork, and the impact of values on achievement of results. The simulation offers the opportunity for participants to create an organization which supports a complex scenario involving the recovery of vital worldwide technology and the rescue of missing and injured persons. In establishing the organization, participants must create a vision, build a structure, define values and philosophies for operating, develop strategies and plans, and implement rescue and recovery.
Cost: This is a proprietary simulation. Contact Executive Expeditions for further information.
Target Audience: Managers, executives.
Number of Participants: Not specified.
Time Required: Five to 20 hours.

New
THE RULES OF THE GAME

Copyright Year: 1991
Author(s): Linda C. Lederman & Lea P. Stewart (Rutgers University)
Source or Vendor: L. C. Lederman & L. P. Stewart, The rules of the game, *Simulation & Gaming, 22*(4), 502-507.
Description: This is a role-playing exercise designed to help participants explore issues in hierarchical communication within complex organizations. Participants are assigned roles from production worker to president. Those role-playing each level are given a set of cards containing issues which they must rank in order of importance. Each group's goal is to have the issues they identify as most important dealt with at the appropriate organizational level. To do this they must communicate with the appropriate level either orally or in writing. Observers are assigned to help record interactions and process. A debriefing follows.
Target Audience: College students or organizational employees.
Number of Participants: 11 or more.
Time Required: 30 to 90 minutes.
Preparation: The facilitator must prepare the message decks. Sample issues are provided in the above article.
Materials Required: Organization chart, role list, identification badges, color-coded message/issue card decks, room with chairs.

SITUATIONAL LEADERSHIP SIMULATOR

Copyright Year: 1977
Author(s): Paul Hersey, Kenneth Blanchard, & Lee Peters
Source or Vendor: Pfeiffer & Company, 8517 Production Avenue, San Diego, CA 92121-2280. Phone: (800) 274-4434. FAX: (800) 569-0443.
Description: The *Situational Leadership Simulator* has been designed to assist participants in understanding the situational leadership theory of four basic styles. Players receive a situation card from which they are to diagnose the maturity level of the group. Once the diagnosis has been made, the players choose from a set of alternative actions. These actions have points applied to them. The objective is to win points with correct answers and to reach the end of a 28-square track.
Cost: $99.95.
Target Audience: Students, managers.
Number of Participants: Two to 20 participants in four teams of five each.
Time Required: One to two hours.
Preparation: Requires familiarity with the situational leadership model.
Materials Required: Included in the package are 20 situational leadership model handouts and summary handouts, two 32-page instruction manuals, two simulation boards, and two sets of game cards.

STAR POWER

Copyright Year: 1969
Author(s): R. Garry Shirts
Source or Vendor: Simulation Training Systems, 218 Twelfth Street, P.O. Box 910, Del Mar, CA 92014-0910. Phone: (619) 755-0272.
Description: A "new world" game in which participants progress from one level of society to another by acquiring wealth through trading. At a point the society is "frozen" by giving the group with the most wealth the right to make the rules of the game. This usually leads to further differentiation of power and rebellion by the disempowered group. *Star Power* underscores the use and misuse of power and the sometimes divisive influence of social systems.
Cost: $225.

Target Audience: Managers, students, work groups.
Number of Participants: 18 to 35.
Time Required: One and one-half hours to play and a half hour or more for discussion.
Preparation: 15 to 30 minutes.
Materials Required: No special equipment needed other than that provided in the kit.

STUDENT ACTIVITIES ALLOCATION EXERCISE

Copyright Year: 1992
Author(s): Grace Lamacchia Paris
Source or Vendor: Grace Lamacchia Paris, Director, Leadership Development Program, Pace University, Pleasantville, NY 10570. Phone: (914) 773-3200.
Description: The main purpose of this small-group decision-making simulation is to reveal to participants their leadership strengths and weaknesses. The participants are given roles as student government association members at a small private college. The college has received a gift of $50,000 and each member has a separate pet project. The task is for each member to persuade other members that his/her project is most worthy. The exercise is videotaped and the playback and discussion highlights the importance of communication and leadership strategies.
Cost: Contact the author at the above address.
Target Audience: College students (preferably juniors and seniors).
Number of Participants: Up to three groups of four to seven participants.
Time Required: Three to five hours.

SUBARCTIC SURVIVAL SITUATION

Copyright Year: Not available
Author(s): Human Synergistics
Source or Vendor: Human Synergistics, 39819 Plymouth Road, C-8020, Plymouth, MI 48170-4290. Phone: (800) 622-7584. FAX: (313) 459-5557.
Description: This exercise offers a problem similar to *Desert Survival* in terms of difficulty and time needed. Set in an isolated area of northern Canada, this group-decision exercise requires teams to rank order the survival importance of 15 items they have salvaged—first individually, then as a group. Expert answers are provided by Canadian specialists in arctic- and subarctic-region rescue. Debriefing includes discussion of the methods and benefits of team decision making versus individual decision making.
Cost: Participant's booklet: $3.75. Leader's guide: $20. Enhancement video: $125.
Target Audience: General.
Number of Participants: Not specified.
Time Required: One and one-half to two hours.
Preparation: Not specified.
Materials Required: Booklets for each participant; Leader's guide.

TANGRAM: LEADERSHIP DIMENSIONS

Copyright Year: 1981
Author(s): Eduardo Casais
Source or Vendor: In J. W. Pfeiffer & J. E. Jones, *A Handbook of Structured Experiences for Human Relations Training, Vol. VIII* (pp. 108-119). San Diego, CA: University Associates.
Description: *Tangram: Leadership Dimensions* raises issues around various leadership and work-group functions: setting the overall goal, stating specific objectives, planning, communicating, directing, coordinating, and controlling. The exercise involves a group of five or six individuals who are instructed to put together three puzzles with information only their leader possesses. A group of observers gathers information on questions surrounding the issues mentioned above. (See the *Hollow Square* description for a similar exercise.)
Cost: May be reproduced at no cost for educational use.
Target Audience: Various.
Number of Participants: Eight to 15 participants.
Time Required: Approximately two hours.
Preparation: Making the *Tangram* puzzle pieces out of cardboard or plastic. Patterns are provided in the exercise description.
Materials Required: *Tangram* patterns and pieces for each group.

New

TEAMWORK

Copyright Year: Unknown
Author(s): Alban Associates, Inc.
Source or Vendor: Pfeiffer & Company, 8517 Production Avenue, San Diego, CA 92121-2280. Phone: (800) 274-4434. FAX: (800) 569-0443.
Description: *Teamwork* is a puzzle-completion game designed to help participants define teamwork and appreciate how team success leads to individual success. It begins with a brainstorming session about teams and teamwork, then continues with the playing of the game. In the recommended configuration there are two teams of six players each. Each person on a team takes ownership of one puzzle piece and the teamwork principle associated with it and must try to fit that piece into the puzzle solution. There is a series of three such puzzles that must

be solved. After each the facilitator reviews effective and ineffective team behavior. By the third round, the two teams must work together to reach a win/win solution.
Cost: Reusable *Teamwork* game package: $395. Additional participant notebooks: 13 for $49.95.
Target Audience: Work groups, project teams, students, and others.
Number of Participants: Two groups of six.
Time Required: Three to three and one-half hours.
Materials Required: All materials are provided in the game package, including game pieces, transparency masters, timers, participant notebooks, and instructional video.

TINKERTOY POWER

Copyright Year: 1991
Author(s): Cindy P. Lindsay & Cathy A. Enz
Source or Vendor: C. P. Lindsay & C. A. Enz, Resource control and visionary leadership: Two exercises, *Journal of Management Education, 15*(1), 127-135.
Description: In *Tinkertoy Power*, participants explore issues of resource dependence, power, and ethics as they bargain for resources to build their structure. One of the four groups is considered resource-rich and powerful, one resource-poor and powerless, and the remaining two about average. Each group is awarded points for completing its structure. Debriefing discussions may focus on topics such as coalition-building, win-win versus win-lose assumptions, group cohesion and competition, rules and innovation, and power and influence strategies.
Target Audience: Various.
Number of Participants: Four groups of three to ten members each.
Time Required: One hour.
Materials Required: Five sets of basic Tinkertoys.

TURNAROUND

Copyright Year: Not available
Author(s): Human Synergistics
Source or Vendor: Human Synergistics, 39819 Plymouth Road, C-8020, Plymouth, MI 48170-4290. Phone: (800) 622-7584. FAX: (313) 459-5557.
Description: In this simulation, team members work individually then as a group to reverse the climate and fiscal position of a failing business. Survival of the company depends on the decisions the participants make in six key areas: assumptions and values, problem identification, establishing objectives, action steps, approach to management, and feedback and communication. A leader's guide provides a theoretical base as well as background and administrative information for simulation facilitators.
Cost: Situation booklet and participant worksheets (4): $21. Leader's guide: $20.
Target Audience: Students, managers.
Number of Participants: Four.
Time Required: Three to four hours.
Materials Required: Kit for players, Leader's manual.

VALUE DILEMMAS

Copyright Year: 1991
Author(s): Mike Woodcock & Dave Francis
Source or Vendor: In M. Woodcock & D. Francis, *The Self-Made Leader: 25 Structured Activities for Self-Development* (pp. 51-59). King of Prussia, PA: Organization Design and Development.
Description: This exercise provides an opportunity to debate managerial values and receive feedback on personal style and values orientation. The initial component is a *Value Dilemmas Questionnaire,* which may be completed in the session or overnight (one hour completion time). Pairs of participants then complete an assessment of their partner's values, based on their partner's questionnaire responses, and share their assessments with each other. A final lecturette on the process of choosing values and a sharing of the exercise experience wind up the process.
Cost: May be reproduced from the book above for in-house educational use.
Target Audience: General.
Number of Participants: No limit, but should be an even number.
Time Required: Two and one-half hours.
Preparation: Not specified.
Materials Required: No special materials required.

VANATIN: GROUP DECISION MAKING AND ETHICS

Copyright Year: 1988
Author(s): Roy J. Lewicki, Donald D. Bowen, Douglas T. Hall, & Francine S. Hall
Source or Vendor: In R. J. Lewicki et al., *Experiences in Management and Organizational Behavior* (3rd ed.) (pp. 175-179). New York: Wiley.
Description: The authors state that "the Vanatin case provides an opportunity for group members to struggle with questions of social responsibility and ethics in decision making. The case is centered around a medical product, considered by experts to be injurious to the health of consumers—even to the point of possibly causing death." Seven corporate roles are assigned, and the action takes place in a meeting called by the chairman

of the board. Some specific alternatives are presented and discussed; after 45 minutes a group decision is recorded and a discussion follows.
Cost: Cost of book and instructor's manual.
Target Audience: General.
Number of Participants: Seven-person groups.
Time Required: One and one-half hours.
Materials Required: Forms and instructions in the book; name tags for role players.

VICE PRESIDENT'S IN-BASKET: A MANAGEMENT ACTIVITY

Copyright Year: 1983
Author(s): Annette N. Shelby (Associate Professor of Managerial Communication, School of Business Administration, Georgetown University, Washington, DC)
Source or Vendor: In L. D. Goodstein & J. W. Pfeiffer, *The 1983 Annual for Facilitators, Trainers, and Consultants* (pp. 49-64). San Diego, CA: University Associates.
Description: This in-basket exercise focuses attention on communication priorities in organizations and increases awareness of the role of delegation. Participants work individually on the items in their in-basket, having gotten instructions that they will likely not be able to finish in the two hours allotted and thus will need to assign priorities and decide what to delegate. After individual work is done, participants meet in small groups to discuss their work and feelings. Following this the facilitator records the groups' priority setting, then shares the "correct" solution. A final discussion focuses on participants' delegating styles and work styles.
Cost: May be reproduced for educational use.
Target Audience: General.
Number of Participants: Four to 25.
Time Required: Three and one-half hours.
Materials Required: Felt marker and newsprint pad; ruled paper pads; paper clips and pencils for each participant.

New

VISIT TO AN ALIEN PLANET

Copyright Year: 1993
Author(s): Richard B. Powers
Source or Vendor: R. B. Powers, Visit to an alien planet: A cultural diversity game, *Simulation & Gaming, 24*(4), 509-518. The author's address is: Educational Simulations, P.O. Box 276, Oceanside, OR 97134.
Description: The objective of this game is to expand participants' understanding of the value of others who may differ from the majority culture on such dimensions as age, sex, religion, and cultural background. The setting is a visiting alien from another planet who wants to take a number of earth volunteers back to her planet. Since only six people may go on the trip she has asked that a committee of earth people (the simulation participants) make a decision on who should go. It is this committee and its negotiations, along with the wide diversity among the candidate group, that structure this simulation.
Cost: Contact the author.
Target Audience: Junior high to adult.
Number of Participants: Several groups of three to eight players each.
Time Required: One hour.
Preparation: Not specified.
Materials Required: A scenario sheet for each player; one blank selection form for all groups; one candidate-information form for the "informed" group.

VMX PRODUCTIONS, INC.: HANDLING RESISTANCE POSITIVELY

Copyright Year: 1988
Author(s): H. B. Karp (Personal Growth Systems, Virginia Beach, VA)
Source or Vendor: In J. W. Pfeiffer, *The 1988 Annual: Developing Human Resources* (pp. 43-49). San Diego, CA: University Associates.
Description: This role-play exercise is designed to: increase participants' understanding of the phenomenon of resistance, explore and compare strategies for dealing with resistance, and present to participants an effective method for handling resistance. Participants are divided into pairs and go through a series of activities and role-plays to demonstrate personal power and resistance. At the end those who played "resister" roles are asked for their reactions to the power moves of their partner.
Cost: May be reproduced for educational use.
Target Audience: Students, managers.
Number of Participants: Up to 20 dyads.
Time Required: One and one-half hours.
Materials Required: Flip chart and marker.

WHERE DO YOU DRAW THE LINE?

Copyright Year: Not available
Author(s): R. Garry Shirts
Source or Vendor: Simulation Training Systems, 218 Twelfth Street, P.O. Box 910, Del Mar, CA 92014-0910. Phone: (619) 755-0272.
Description: This game is designed to get a group involved in a provocative discussion of ethical issues. To play, participants are divided into small groups, then the groups make judgments about the ethical behavior of individuals and organizations as described in vignettes.

These judgments become the basis of the group's "ethical system." In the second phase of the game, the decisions of all the groups are summarized, displayed, and discussed.
Cost: $110.
Target Audience: Students and other groups exploring ethics and values.
Number of Participants: Five to 35.
Time Required: Five to 15 minutes.
Preparation: Five to 15 minutes.
Materials Required: No materials needed other than those included in the kit. An overhead projector is helpful.

New

YOURS, MINE AND OURS: CLARIFYING TEAM RESPONSIBILITIES

Copyright Year: 1993
Author(s): Mike M. Milstein
Source or Vendor: In J. W. Pfeiffer, *The 1993 Annual: Developing Human Resources* (pp. 31-34). San Diego, CA: Pfeiffer & Company.
Description: The goal of this team-development activity is "to assist the participants in clarifying and establishing agreements about which activities are their group's responsibilities and which are the responsibilities of individual members (including the formal leader)." Participants write down and rank the six most important work activities of themselves, another group member, and the group as a whole. The participants and the group as a whole then go through a process designed to reconcile differences that have arisen about participants' individual responsibilities and about the responsibilities of the group as a whole.
Cost: May be reproduced for educational use.
Target Audience: Intact work groups or teams.
Number of Participants: Three to eight.
Time Required: Three to three and one-half hours.
Preparation: Not specified.
Materials Required: No special materials required.

LEADERSHIP BIBLIOGRAPHY

The bibliography section includes several features which we believe will enhance its usefulness to you.

- Almost 1,000 books and journal articles are identified.

- For your convenience, the 306 new entries have been tagged with the word ***New***. Most of our new entries are current publications, but you will note that some are not. These are typically the materials that have been recommended to us by our readers since our last publication date.

- All of the references are accompanied by brief summaries, usually descriptive in nature rather than evaluative.

- Items in the bibliography are arranged under topical subject headings. Look at the table of contents on the previous page to get an overview of these subject categories. You will find book and article summaries under headings such as *History*, *Diversity*, and *Teams and Groups*.

- The comprehensive index in the back of the book lets you locate readings by very specific subject or topic. The index may also be used to locate works by a particular author.

Those who study leadership know that the boundaries of the topic are indefinite. Many different disciplines have something to contribute. We see the works included herein as a core of leadership material, but certainly not an exhaustive list. Our goal is to have produced a useful tool, one with enough substance and variety to support your efforts in a variety of courses, programs, and workshops. The bibliographic domain of leadership, as we define it for this *Source Book*, includes psychological studies, histories, training handbooks, biographies, political essays, sociological investigations, some fiction, management texts, program reports, and more. As in past editions, our sources for new entries include course contributors, CCL staff, computer literature searches, and recommendations from our readers.

If you are just getting underway in setting up a leadership course or program, or looking for new learning tools and training methods to enhance an existing course, look at the entries under the *Training, Education, and Development* heading of this bibliography; also note the *Leadership Development Tools* section earlier in this book for summaries of leadership instruments and exercises.

As we review materials, trends emerge. For example, in recent years the topics of empowerment and participation have received attention. Therefore, we have included a new subject heading, *Empowerment, Participation, and Followership,* to facilitate access to readings in these areas.

We hope that these features and the new material included will make this bibliography a useful resource. Please let us hear your comments and suggestions for future editions.

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GENERAL WORKS

ARTICLES

Abshire, D. M. (1983). **The leadership debate.** *Washington Quarterly*, *6*, 29-31.

Abshire reviews four leadership articles in this issue. In summary, the authors agree that there is a lack of innovative leadership in America. Often the techniques of management ignore the relationship between close personal ties and effective leadership. The debate over whether formal education is the answer to producing more innovative leaders will continue until leadership roles are more closely defined.

Bass, B. M. (1990). **From transactional to transformational leadership: Learning to share the vision.** *Organizational Dynamics*, *18*(3), 19-31.

Transactional leaders reward good performance and discipline poor performance. Transformational leaders elevate the interests of their employees, generate acceptance of the group's mission, inspire and intellectually stimulate their followers, communicate high expectations, and instill pride and commitment. Managers can learn the techniques to become transformational leaders.

Bisesi, M. (1983). **SMR forum: Strategies for successful leadership in changing times.** *Sloan Management Review*, *25*(1), 61-64.

The author discusses the importance of leadership in times of social change. He suggests that a successful leader must both view his organization as part of the total system and recognize the importance of people within the organization. Suggestions are given to enhance leadership ability.

New

Bolman, L. G., & Deal, T. E. (1991). **Leadership and management effectiveness: A multi-frame multi-sector analysis.** *Human Resource Management*, *30*(4), 509-534.

Four perspectives of organizational leadership are defined as structural, human resource, political, and symbolic frames. A qualitative study, using narrative reports written by managers about critical incidents, analyzes their use of the four frames. A quantitative study, using the instrument *Leadership Orientations*, measures managers' use of the four frames. Gender differences in frame orientation and effectiveness are also reported.

Bradford, D. L., & Cohen, A. R. (1984). **The postheroic leader.** *Training and Development Journal*, *38*(1), 40-49.

A new style of management/leadership called The Manager-as-Developer follows the thought that a manager must first believe in a concept and then act in the creation of a team of key subordinates who are jointly responsible with the manager for the department's success. At the same time the manager works to develop management responsibility in subordinates, he or she must help develop the subordinate's abilities to share management of the unit's performance.

Conger, J. A. (1990). **The dark side of leadership.** *Organizational Dynamics*, *19*(2), 44-55.

The same behaviors that distinguish leaders from managers can create negative outcomes. Conger examines three skill areas that can contribute to negative outcomes. Strategic vision can fail when the vision reflects personal rather than organizational needs, markets are unrealistically assessed, or resources are miscalculated; communication skills are misused when a leader is manipulative, takes undue credit, or fails to recognize others; poor general management skills include creating rivalries, creating dependency, absence from operations, and autocratic leadership.

Curtis, B., Smith, R. E., & Smoll, F. L. (1979). **Scrutinizing the skipper: A study of leadership behaviors in the dugout.** *Journal of Applied Psychology*, *64*, 391-400.

The *Coaching Behavior Assessment System* was used by trained observers to classify the behaviors of coaches toward their players into 12 categories. Samples of 51 and 31 coaches in a boys' baseball program were observed during the 1976 and 1977 seasons, respectively. Players were interviewed at the end of the season concerning perceptions of their coach's behavior and attitudes toward their experience.

Davis, T. R., & Luthans, F. (1984). **Defining and researching leadership as a behavioral construct: An idiographic approach.** *Journal of Applied Behavioral Science*, *20*, 237-251.

The authors first discuss the problem of defining leadership, suggesting three minimal criteria. They then stress the importance of considering environmental influences on the leadership process and suggest an idiographic approach to researching leadership. The rest of the article presents a demonstration study for this approach.

Deluga, R. J. (1988). **Relationship of transformational and transactional leadership with employee influencing strategies.** *Group and Organization Studies*, *13*, 456-467.

This study attempted to assess the relative effectiveness of transformational versus transactional leadership. The transformational pattern, in which manager and employees mutually negotiate and accept a common goal, was shown to generate a more stable work relationship and to enhance productivity.

Hill, N. C., & Ritchie, J. B. (1977). **The effect of self-esteem on leadership and achievement: A paradigm and a review.** *Group & Organization Studies, 2*, 491-503.

Studies on leadership have experienced distinct evolutionary cycles typical of much social-science research. This paradigm is utilized to describe a variety of investigations that suggest that self-esteem is a significant variable in individual productive functioning and leadership effectiveness. This literature is reviewed, focusing on superior-subordinate interactions.

Hogan, J. C. (1978). **Personological dynamics of leadership.** *Journal of Research in Personality, 12*, 390-395.

Fifty members of a university football team were given the California Psychological Inventory to determine what personality traits characterize leaders. Subjects were given leadership scores. Leaders were found to possess high scores on CPI scales of dominance, self-acceptance, and responsibility. The coaches' leadership ratings were correlated with scores on the leadership-regression equation. Stable personality traits characterizing leaders is supported.

Howard, A., & Wilson, J. A. (1982). **Leadership in a declining work ethic.** *California Management Review, 24*(4), 33-46.

AT&T conducted its second longitudinal study of managers in 1970. Results from that study were compared with results from a 1950 study. The 1970 survey indicates that baby boomers are less motivated toward success, less optimistic, and less committed to corporate life. A historical look into why this transformation has taken place as well as the future directions of corporate life are explored.

Howell, J. P., Bowen, D. E., Dorfman, P. W., Kerr, S., & Podsakoff, P. M. (1990). **Substitutes for leadership: Effective alternatives to ineffective leadership.** *Organizational Dynamics, 19*(1), 21-38.

When a leadership problem occurs, is the source of the problem the leader or the situation? When a leader's traits and behavior don't fit a situation, the leader can be replaced, change his behavior, or the situation can be changed. The authors suggest the alternatives of leadership substitutes. Group decision making and goal setting, peer review, consistent feedback, rewards, and intrinsic satisfaction motivate subordinates to self-manage effectively.

Kerr, S. (1977). **Substitutes for leadership: Some implications for organizational design.** *Organization and Administrative Sciences, 8*, 135-146.

Kerr utilizes a sociological perspective to establish the wide variety of characteristics (individual, task, and organizational) influencing leadership strategies.

Krantz, J. (1990). **Lessons from the field: An essay on the crisis of leadership in contemporary organizations.** *Journal of Applied Behavioral Science, 26*, 49-64.

Krantz notes a shift from centralized leadership to a broader focus on the context of leadership. His article explores common themes in leadership and discusses three books in depth. Using systems thinking and psychodynamic theory, Krantz explains the effects of our change to a postindustrial society, global competition, and a continuously changing, unstable environment. Effective leadership involves setting direction, providing vision, facilitating intergroup relations, and distributing authority to all levels of an organization.

Krantz, J., & Gilmore, T. N. (1990). **The splitting of leadership and management as a social defense.** *Human Relations, 43*, 183-204.

Organizations respond with social defenses to the challenges of a new society: mergers, acquisitions, cutbacks, downsizing, technology, global competition, increased complexity, and continuous change. One method of social defense is managerialism, or implementing the magic of technique as a tool for organization. Another defense is heroism, or assigning heroic qualities to one leader. Effective leadership combines creative, visionary, and mission-setting style with management skills.

Lippitt, R. (1982). **The changing leader-follower relationships of the 1980s.** *Journal of Applied Behavioral Science, 18*, 395-403.

The author, Ronald Lippitt, identifies several trends of change that seem to have particular relevance for the relationships between leaders and followers. He examines some of the changing role requirements and competency challenges for leaders and followers.

Lombardo, M. M., & McCall, M. W., Jr. (1983). **Great truths that may not be.** *Issues & Observations, 3*(1), 1-4.

This is an overview of part of a major Center for Creative Leadership research project on how executives learn, grow, and change throughout their careers.

McWhinney, W. (1984). **Alternative realities: Their impact on change and leadership.** *Journal of Humanistic Psychology, 24*(4), 7-38.

The different ways people experience reality result in their having distinctly different attitudes toward change. Understanding these different concepts contributes to new understanding of resistance to change and the modes of leadership. A description of four alternative realities and a pencil-and-paper instrument is used to assess the reality concepts people use. "A scenario in four languages," a hypothetical case, elucidates the ways in which managers react.

Mintzberg, H. (1975). **The manager's job: Folklore and fact.** *Harvard Business Review, 53*(4), 49-61.

The author examines the common misconceptions, myths, and rumors that dominate the average manager's thinking about his job. He bases his article on many recent studies and tries to define a set of usable and well-defined components for managers. The author feels managers play a complex, intertwined combination of interpersonal, informational, and decisional roles. He hopes to enable the manager to better understand his job.

Plachy, R. J. (1981, September). **Leading vs. managing: A guide to some crucial distinctions.** *Management Review*, pp. 58-61.

Plachy says it is impossible for an individual to be both a manager and a leader. The relationship between manager and leader is reciprocal; if an individual tries to be too much of one, the other will suffer. The person who understands the distinction between leader and manager will have greater success in achieving both individual and organizational goals.

New

Sooklal, L. (1991). **The leader as a broker of dreams.** *Human Relations, 44*(8), 833-856.

Vision, or a leader's dream, develops in three stages. It begins as a personal vision, poorly articulated and tenuously connected to reality. It grows into a leader's dream, generating excitement and becoming more rational. Then it emanates excitement to the organization and society. A support system, inside and outside the organization, helps to produce, script, and implement the dream into a corporate entity.

Tannenbaum, R., & Schmidt, W. H. (1973). **How to choose a leadership pattern.** *Harvard Business Review, 51*(3), 162-175, 178-180.

This is a *Harvard Business Review* classic, reprinted from 15 years earlier. For this reprint the authors have added a commentary examining the nature of leadership from the perspective of the 1970s. They capture the main ideas involved in the question of how a manager should lead his organization.

Welte, C. E. (1978). **Management and leadership.** *Personnel Journal, 57*, 630-632.

Welte has developed conceptual frameworks to distinguish between managership and leadership. He also offers definitions for leadership style and leadership behavior.

BOOKS

New

Baker Library (1993). ***Harvard Business School core collection: An author, title, and subject guide, 1993.*** Boston: Harvard Business School Press.

The core collection contains over 3,500 titles which reflect the research, teaching, and general business reading interests of the Harvard Business School. Graduate textbooks, faculty publications, biographies, corporate histories, and business classics are included with full bibliographic information. Books are indexed by geographic area, detailed subject, name, and title.

Barnard, C. (1968). ***The functions of an executive: Thirtieth anniversary edition.*** Boston: Harvard University Press.

This is a path-breaking book on the analysis of business organizations and the functions of the executives in them. Barnard presents his theory of cooperative behavior in the formal and informal organization. Barnard takes that which has been developed at the level of theory and abstraction and puts it in the perspective of the practicing executive.

Bass, B. M. (1990). ***Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications.*** 3rd ed. New York: Free Press.

Intended for students of leadership, this edition of the handbook covers a broad range of leadership definitions, concepts, and theories. Shifts in the content and method of leadership studies resulted in new chapters on executive studies, leader/follower relations, and women in leadership. Also featured are chapters on personal traits, charisma, intellect, and political tactics. Seventy-five hundred references include some unpublished reports which offer fresh ideas. A glossary of terms and author and subject indexes are included.

Bennis, W. G. (1976). ***The unconscious conspiracy: Why leaders can't lead.*** New York: AMACOM.

This book provides commentary seeking to distinguish true leadership from mere managing, and to show the difference. The assumption is made that all leaders face basically the same problems. The problems grow more complex as the leader's own authority and autonomy grow more circumscribed by events and forces beyond control. The commentaries raise many questions to hopefully stimulate today's leaders to pose further questions in a search for the right answers.

New

Bennis, W. G. (1993). ***An invented life: Reflections on leadership and change.*** New York: Addison-Wesley.

In his autobiographical first chapter, Bennis reflects on leadership lessons learned from his older brothers, his WW II post as a 19-year-old infantry commander, and shoe polish. Personal stories in each chapter illustrate how to invent a rewarding career and a fulfilling life by learning to lead. Old and new essays on ethics, change, group behavior, and democracy provide a historical perspective on the character of leadership. New essays provide a vision of future challenges. In his foreword, Tom Peters calls Bennis the "guru of modern management."

Bennis, W. G., & Nanus, B. (1985). ***Leaders: The strategies for taking charge.*** New York: Harper & Row.

This book projects the belief that leadership is the pivotal force behind successful organizations. To create vital and viable organizations, leadership is necessary. Leadership mobilizes the organization toward a new vision of what the organization can be. A leader is one who commits people to action, who converts followers into leaders, and who may convert leaders into agents of change. Bennis and Nanus call this concept "transformative leadership."

Boone, L. E., & Bowen, D. D. (1987). ***The great writings in management and organizational behavior.*** 2nd ed. New York: Random House.

An anthology of seminal essays written by individuals whose works have become the cornerstones for contemporary management and organizational theory. From pioneers Weber, Fayol, and Follet, to second generation contributors Mayo, Barnard, and Maslow, the text is chronological and gives the reader a historical point of reference. Part three, "The Paradigm Creators," includes McGregor's "The Human Side of Enterprise," "One More Time: How Do You Motivate Employees," by Herzberg, and Likert's "An Integrating Principle and an Overview." The final section, "Major Current Contributions," includes essays by McClelland, Vroom, and Schein.

Burns, J. M. (1978). ***Leadership.*** New York: Harper & Row.

The "dynamic reciprocity" theme is presented in a highly readable volume of leadership analysis. History, biographies, and a sociopsychological approach combine to provide a highly innovative study of the elements of leadership. Teaching and learning leadership are discussed in narrative format. This book could well be used as a follow-up text to the study of leadership theory.

Caskey, F. (1988). ***Leadership style and team process: A comparison of the managerial grid and situational leadership.*** St. Paul, MN: University of Minnesota, Dept. of Vocational and Technical Education. (ERIC Document No. ED 296162).

This monograph identifies literature on human systems developed from the primary constructs of "task" and of "maintenance" or "relationship." It reviews definitions of leadership and team process and the use of the primary constructs in leadership literature. The report systematically reviews and compares two frameworks developed on the balance of task and maintenance or relationship—the "Managerial Grid" and "Situational Leadership." Each review includes an overview and sections on purpose, constructs with anticipated results, validity, recent writings, and critique. The report concludes with a summary, a chart comparison of Managerial Grid and Situational Leadership frameworks, and extensive references.

Clark, K. E., & Clark, M. B. (Eds.). (1990). ***Measures of leadership.*** West Orange, NJ: Leadership Library of America.

This is an introduction to a wide variety of measures of leadership, with detailed information on their characteristics and their validity. The book includes 29 research reports from well-known contributors to the study of leadership; they describe leaders' abilities, personalities, and behaviors. Included are an introduction that summarizes and interprets the findings and a report of the proceedings of the conference on which the book is based.

New

Clark, K. E., & Clark, M. B. (1994). ***Choosing to lead.*** Greensboro, NC: Leadership Press Ltd.

Those who aspire to lead must be aware of the responsibilities involved and must make a conscious decision to commit. The Clarks call this "choosing to lead." The key is to identify and develop leaders who will choose to be dedicated. The authors review 15 years of theory and research to support this premise. They analyze existing leadership programs and discuss the role of experience and cultural differences in leadership development.

New

Clark, K. E., Clark, M. B., & Campbell, D. P. (Eds.). (1992). ***Impact of leadership.*** Greensboro, NC: Center for Creative Leadership.

The impact of leadership involves more than leaders. Followers and fellow leaders interact with leaders to create visions, become inspired, and find meaning in their work and lives. How can leaders inspire others to expend more effort and accomplish great things? This book offers 43 research papers which provide insights on successful leaders and identify components which lend themselves to heightened leadership skills.

Cleveland, H. (1985). ***The knowledge executive: Leadership in an information society.*** New York: Dutton.

This book builds on the premise that more than half of all work now done in the United States is information work, and discusses the differences between information and other kinds of resources. Cleveland says that, "tomorrow's leaders will be those with a taste for paradox, a talent for organizational ambiguity, and the capacity to hold new and dissimilar ideas comfortably in the managerial mind."

New

Cohen, A. R. (1993). ***The portable MBA in management.*** New York: Wiley.

Professors from leading business schools submit essays based on real lessons in second-year MBA programs. Leadership skills and issues addressed are: power, change management, articulating and selling a vision, negotiating strategy, teams, diversity, and the impact of the new world order on managers and organizations.

Cohen, W. A. (1990). ***The art of the leader.*** Englewood Cliffs, NJ: Prentice-Hall.

Cohen states that leaders are not born; leadership is learned. Leaders always have sponsors to support their rise to the top. In turn, leaders always become sponsors, enabling others to rise to the top. His nine techniques enable readers to become leaders who are satisfactorily compensated, who reach their full potential, and who enjoy their work. Military examples demonstrate how to take charge of any situation, how to win loyalty and respect, and how to develop self-confidence. Cohen teaches seven steps to achieve "charisma."

Crosby, P. B. (1987). ***Running things: The art of making things happen.*** New York: New American Library.

Philip Crosby asks the simple but difficult question: "What is the purpose of an organization?" From the largest multinational corporations to the smallest of volunteer groups, the answer is always the same—"To help people have lives." Although he is certain there are people who are born leaders, his concern in this book is for the rest of us who are working to develop our leadership skills. Based upon imaginary characters, Crosby draws out situations and individuals who have taken on the task of leading and shows how they have adapted the skills of handling and doing while winning commitment from the people involved.

Cummings, L. L., & Staw, B. M. (Eds.). (1990). ***Leadership, participation, and group behavior.*** Greenwich, CT: JAI Press.

This is a collection of articles on social behavior. One reviews a decade of leadership literature. Another discusses routinization of charisma with examples from two charismatic leaders. Two address participation in decision making and worker participation in management. Yet another reports that researchers have used committee meetings as tools for analysis; the authors suggest that the committee meeting in itself is a topic worthy of study. The final article examines basic concepts, assumptions, and models of group effectiveness; the authors outline current concepts of group technology, cohesiveness, and norms and then offer new alternatives.

New

DeVries, D. L. (1993). ***Executive selection: A look at what we know and what we need to know.*** Greensboro, NC: Center for Creative Leadership.

In 1992, the Center for Creative Leadership brought together researchers, human resource executives, executive recruiters, and practicing executives to discuss the key issues around executive selection. This conference report examines the realities of organizational performance that have led to the growing interest in this area. Nine observations are explored in depth, relevant literature is surveyed, and recommendations are offered for how executive selection can be improved. There are also appendices that contain conference information, a glossary, and key questions concerning the observations and an extensive bibliography.

Fiedler, F. E., & Garcia, J. E. (1987). ***New approaches to effective leadership: Cognitive resources and organizational performance.*** New York: Wiley.

The authors have paid close attention to the function of the leader and the effectiveness with which the group performs its assigned task. Four important concepts are examined: the leader, the group, the organization, and leadership effectiveness. The contingency and cognitive-resource models used throughout are the major instruments by which the leader's personality, intellectual abilities, and directive behavior are measured. Included in the text are the characteristics of 14 studies used in the models, plus a complete list of references.

Gardner, J. W. (1990). ***On leadership.*** New York: Free Press.

John Gardner has put together his series of leadership papers with some additional material to produce a book that explores the multifaceted nature of leadership. The strength of the book is his ability to explicate this complexity while keeping the reader's attention with enlightening anecdotes and a studied optimism. Commenting on leadership development, Gardner states, "Fortunately, the development of leaders is possible on a scale far beyond anything we have ever attempted. . . . The reservoir of unused human talent and energy is vast, and learning to tap that reservoir more effectively is one of the exciting tasks ahead for mankind."

Gouldner, A. W. (1965). ***Studies in leadership: Leadership and democratic action.*** New York: Russell and Russell.

This is an anthology dealing with the analysis of leadership, made by social scientists promising help to people engaged in democratic action. It attempts to provide some understanding of leadership behavior. The book is divided into five parts: types of leaders, leadership and its group settings, authoritarian and democratic leaders, the "ethics and technics" of leadership, and affirmations and resolutions.

Hannah, M. E., &.Midlarsky, E. (1981). ***Toward an understanding of power and leadership in the young: A review.*** San Rafael, CA: Select Press.

This paper presents a review of the literature regarding the antecedents (personal and situational characteristics), process, and outcome in situations in which power and leadership are exercised. Methodological critiques of the existing literature (comprising over 130 references) are provided, as well as suggestions for future research.

Harrison, F. C. (Ed.). (1989). ***Spirit of leadership: Inspiring quotations for leaders.*** Germantown, TN: Leadership Education and Development.

Poets, presidents, and philosophers are but a few of the many individuals represented in this collection of quotations which address the multifaceted nature of leadership.

Heider, J. (1985). ***The Tao of leadership.*** Atlanta, GA: Humanics New Age.

Primarily an adaptation of the Chinese classic tome of wisdom, "Tao Te Ching," by Lao Tzu, Heider has found a new application for this work. As a teacher and trainer of group leaders, Heider has taken the principles set down in the "Tao" and applied them to the leadership process. Based upon the same structure as the "Tao," each page is the author's version of the meaning of Lao Tzu's own words. This text is meant to provide inspiration and a path to the higher intentions of leadership for those who lead, in whatever context, whether family or group, church or school, business or military, political or administrative.

Hickman, C. R. (1990). ***Mind of a manager: Soul of a leader.*** New York: Wiley.

Hickman defines leaders as visionary and creative. Managers are analytical, structured, and turn leaders' visions into commercial successes. Organizations rely on leaders and managers working together toward common goals and avoiding natural conflict. He divides organizational success into five factors: competitive advantage, capability, change, style, and results. Balance between leaders and managers in all factors creates harmony. Questionnaires are provided to assess self, teams, organizations, and attitudes.

Hitt, W. D. (Ed.). (1992). ***Thoughts on leadership: A treasury of quotations.*** Columbus, OH: Battelle Press.

This anthology of quotations supports the theory that leaders are fully functioning persons. In a generic leadership model, 25 competencies comprise five leadership dimensions: reasoning, coping, knowing, believing, and being. Ideas regarding creative thinking, excellence, integrity, knowing the organization, visioning, team-building, valuing, responsibility, and courage are capsulized in the words of original authors. Quotations are indexed by author and by subject.

Hodgkinson, C. (1983). ***The philosophy of leadership.*** New York: St. Martin's.

This work is a companion to Hodgkinson's *Towards a Philosophy of Administration* (1978). He argues that leadership is essentially a philosophical activity that must deal with values because they "impinge upon every phase of the administrative process." The relationship of administration and leadership is one of identity.

Hunt, J. G., & Larson, L. L. (Eds.). (1974). ***Contingency approaches to leadership.*** Carbondale, IL: Southern Illinois University Press.

In this second leadership symposium volume, 16 outstanding scholars in the field of administrative sciences review and discuss recent contingency approaches to leadership. Extensively illustrated with tables, graphs, and sample scale items.

Hunt, J. G., & Larson, L. L. (Eds.). (1979). ***Crosscurrents in leadership.*** Carbondale, IL: Southern Illinois University Press.

This book, the fifth volume in the Leadership Symposia Series originating in 1971, examines the variety of leadership approaches that are characteristic of the field today. This series covers the content of biennial symposia held at Southern Illinois University. The symposia were established to provide in-depth consideration of current and future leadership directions and to provide an interdisciplinary perspective for the scholarly study of leadership.

Hunt, J. G., Sekaran, U., & Schriesheim, C. A. (Eds.). (1982). ***Leadership: Beyond establishment views.*** Carbondale, IL: Southern Illinois University Press.

This book is the sixth volume of the Leadership Symposia Series originating in 1971 and covering the content of biennial symposia held at Southern Illinois University. This volume joins the earlier ones in charting the state of the field.

Jacobs, T. O. (1971). ***Leadership and exchange in formal organizations.*** Alexandria, VA: Human Resources Research Organization.

The purpose of this book is to review and reinterpret the existing literature on leadership, power, and influence processes in general, in order to arrive at a more general approach to understanding them. The focus is on influence processes in formal organizations. The research was conducted under a contract performed by the Human Resources Research Organization for the Office of Naval Research.

Kellerman, B. (Ed.). (1984). ***Leadership: Multidisciplinary perspectives.*** Englewood Cliffs, NJ: Prentice-Hall.

This book represents cooperative work in leadership studies. It provides a comprehensive range of perspectives on the interactions between those labeled leaders and those labeled followers. It serves as both an introduction to the subject and as a forum for related ideas that may be expected to stimulate more advanced discussion and study. The volume consists of a series of original essays by scholars from different disciplines, each considering leadership issues.

Kouzes, J. M., & Posner, B. Z. (1987). ***The leadership challenge: How to get extraordinary things done in organizations.*** San Francisco: Jossey-Bass.

Designed for executives, managers, and nonmanagers, Kouzes and Posner challenge conventional practices of management teaching and leadership effectiveness. Distinguishing management from leadership, they assert "leadership begins where management ends, where the systems of rewards and punishments, control and scrutiny, give way to innovation, individual character, and the courage of conviction." They provide a series of chapters based on leadership practices (knowing, inspiring, enabling, and modeling) that can serve as a foundation for developing the reader's own leadership capabilities.

Levinson, H. (1981). ***Executive.*** Cambridge, MA: Harvard University.

Levinson states that without effective leadership, businesses, communities, and social groups cannot accomplish anything. Leaders must be prepared to understand their contemporary role and to act accordingly. This book is designed to foster such understanding—to help senior executives learn more about their role from a psychological point of view and to help them meet the expectations of their organization and the public.

Lombardo, M. M. (1978). ***Looking at leadership: Some neglected issues (Tech. Rep. No. 6).*** Greensboro, NC: Center for Creative Leadership.

This paper reviews some of what is known about leadership, focusing on the data collected about the nature of managerial work. Three dimensions are presented as useful in understanding managerial performance: complexity/simplicity, use of structures, and use of power. A typology is suggested to provide a way of studying leaders through observing how their activities relate to effectiveness in the use of these dimensions.

Maccoby, M. (1981). ***The leader: A new face for American management.*** New York: Ballantine.

Leaders come in many forms and are called many things. This book gives a brief review of leadership today, but focuses on the lives and career paths of six leaders. It is a good book for advanced study and group discussion. The range presented includes an assistant secretary to a congressman to a chief executive officer to a plant manager.

McCall, M. W., Jr. (1977). ***Leaders and leadership: Of substance and shadow (Tech. Rep. No. 2).*** Greensboro, NC: Center for Creative Leadership.

This paper examines some of the problems with the accumulated research on leadership, reviews some studies of managerial work that stimulate new ways of thinking about leadership in organizations, and suggests some directions that might improve our understanding of the topic.

McCall, M. W., Jr., & Lombardo, M. M. (Eds.). (1978). ***Leadership: Where else can we go?*** Durham, NC: Duke University.

This series of readings compiled at the Center for Creative Leadership provides a different perspective to stimulate more creative thoughts about the future of leadership study. Alternative conceptual frameworks, new variables, and alternative methodologies are offered.

New

McFarland, L. J., Senn, L. E., & Childress, J. R. (1993). ***21st century leadership: Dialogues with 100 top leaders.*** New York: Leadership Press.

In personal interviews, 100 CEOs, university presidents, authors, and journalists share their wisdom and their vision of the future of leadership. Warren Bennis, Distinguished Professor of Business Administration, USC, and John Sculley, Chairman and CEO of Apple Computer, Inc., share their insights in the book's foreword. The authors contribute this book as a gift to business schools, colleges, universities, community groups, libraries, and other educational institutions.

McGregor, D. (1966). ***Leadership and motivation: Essays.*** Cambridge, MA: MIT.

This collection of essays by McGregor was edited and compiled by Warren Bennis, Edgar Schein, and Caroline McGregor. It covers the various periods in his career: Industrial Relations days at MIT, Antioch College presidency days, and then his return as Sloan Professor to MIT's Sloan School of Management. The essays reflect McGregor's ability to change an entire concept of organizational man and to replace it with a theory that stressed individual potential, emphasized personal growth, and elevated the employee's role in industrial society.

Morgan, G. (1988). ***Riding the waves of change: Developing managerial competencies for a turbulent world.*** San Francisco: Jossey-Bass.

Gareth Morgan argues that it is not enough to look at what organizations and managers are doing well; rather, it's critical to see how managerial skills can enhance one's ability to anticipate change. The competent manager needs to have one foot in tomorrow's business. He defines the ways managers can look for what is changing in new technologies, market conditions, management trends, and employees' values and expectations. Morgan sets out a program for cultivating a "proactive mindset" to managing.

Petrullo, L., & Bass, B. M. (1961). ***Leadership and interpersonal behavior.*** New York: Holt, Rinehart & Winston.

This volume represents an introduction to a way of examining the leadership process. The text is based on a symposium of the Office of Naval Research, and is an anthology of the various reports. The book deals with systematic experimental developments in the field of leadership research. Topics include current psychological theories of leadership and interpersonal behavior in the small group and in the large organization.

New

Rosenbach, W. E., & Taylor, R. L. (Eds.). (1993). ***Contemporary issues in leadership.*** Boulder, CO: Westview.

The purpose of this book is to describe the phenomenon of leadership and to identify what it is that makes a person an effective leader. Articles cover an interdisciplinary overview of the key issues in leadership at different organizational levels from a variety of perspectives.

Rothberg, D. L. (1981). ***Insecurity and success in organizational life: The psychodynamics of leaders and managers.*** New York: Praeger.

This study of the psychology of leadership among 330 business and military elites seeks to better understand what drives organizational leaders to pursue power and success. Each of the four leadership types—rational, existential, administrative, and entrepreneurial—is explored. The book discusses the complex relationships that exist between personality and the attainment of success, and then identifies and systematizes the distinguishing psychological characteristics.

Rustow, D. A. (1970). ***Philosophers & kings: Studies in leadership.*** New York: George Braziller.

Through essays on James, Mill, and Newton, as well as essays on more explicitly political leaders, this collection seeks to explore the phenomenon of leadership. The approaches vary from historical analysis of the leader and his/her times, to psychological analysis of the leader and his/her followers, to theoretical analysis of leadership demands inherent in certain political movements. There are also essays dealing with conceptual approaches to leadership.

Safire, W., & Safire, L. (Eds.). (1990). ***Leadership.*** New York: Simon and Schuster.

This is a collection of leadership quotations from ancient Greek and Chinese philosophers, former and current politicians, executives, and sports heroes. The editors suggest searching for the verb or action in each bit of wit and wisdom. Quotations are arranged by leadership traits such as excellence, intelligence, loyalty, and strength. Names of leaders quoted are indexed.

Stogdill, R., & Coons, A. E. (1957). ***Leader behavior: Its description and measurement.*** Columbus, OH: Ohio State University College of Administrative Science.

This book describes the procedures involved in the development of a research tool, the *Leader Behavior Description Questionnaire*, and the successive revisions and adaptations of the questionnaire; it then summarizes the results of its use in a variety of organizational settings. This is part of the Leadership Series in Ohio Studies in Personnel published by the Bureau of Business Research.

Taylor, R. L., & Rosenbach, W. E. (1989). ***Leadership: Challenges for today's managers.*** New York: Nichols Publishing.

Comprised of 22 articles written by nationally recognized authorities on management, this book is aimed at practicing managers "who are doing leadership or aspire to be leaders." John Gardner, Bernard Bass, Robert Kaplan, Peter Drucker and others write about leadership expectations, style, and ethics. The purpose of the book is to stimulate thought and to help provide a framework for understanding the multifaceted nature of executive leadership.

New

Terry, R. W. (1993). ***Authentic leadership: Courage in action.*** San Francisco: Jossey-Bass.

Dichotomies of international peace and war are mirrored in our communities, schools, businesses, and families. Unprecedented crises are met by challenges and reforms. Within this framework of dichotomies, Terry uses diverse leadership theories to build a perspective of leading as a subset of action joined with authenticity. This principle incorporates courage, vision, ethics, and spirituality.

Timpe, A. D. (1987). ***Leadership: Volume 3 in Facts on File's series: The art & science of business management.*** New York: Facts on File.

This compendium provides access to a broad range of practical information, theory, and research associated with leadership ability and how to develop it. The variety of insights, experience, and concepts presented offer many useful approaches for human resource planning. The sources represented in this volume cover a wide range of professional publications, including a number not readily available to most executives. And, for those wanting a more expanded discussion on a particular component, the bibliography is a valuable resource. This book is organized into six sections, including: leadership—the effective traits; perceptions of power and authority; and leadership styles.

Vaill, P. B. (1989). ***Managing as a performing art: New ideas for a world of chaotic change.*** San Francisco: Jossey-Bass.

Vaill's most recent publication is intended for practicing managers who want a fresh look at organizations and how to manage them. The book's two concurrent themes are introduced in the title. First "performing art" is Vaill's metaphor representing "dynamism, fluidity, extraordinary complexity and fundamental personalness of all organizational action." The second concept of "chaotic change" describes "a system of problems or instabilities," which Vaill sees in today's corporate environment. These two themes are brought together in a series of chapters meant to challenge and stimulate the reader to new levels of management innovation and effectiveness.

Wall, J. A. (1986). ***Bosses.*** Lexington, MA: Lexington Books.

The author writes about those managers, men and women, who are first-line leaders, not about boardroom executives and middle managers who may never "walk the floor" with their employees. These leaders occupy the "hands-on" positions that feel the pressure from the top and bottom as well as from peers. They are the buffer between customers, employees, and upper management. The nature of their daily routine is unpredictable. Their days are packed with many brief and varied obstacles to overcome. The people interviewed for this book cover a diverse selection of occupations, from assembly-line supervisor, air controller manager, and research director, to heart transplant surgeon.

Wilson, M. (1981). ***Survival skills for managers.*** Boulder, CO: Volunteer Management Associates.

This book is a statement about people and what happens to them in today's technocratic, hierarchical organizations. It deals with both the responsibility and opportunity of being entrusted with leadership in today's organizations. The author discusses the problem of nurturing creative pragmatists who can and will make our organizations more humane.

MODELS AND THEORIES

ARTICLES

New

Aktouf, O. (1992). **Management and theories of organizations in the 1990s: Toward a critical radical humanism.** *Academy of Management Review, 17*(3), 407-431.

Theories developed over the past 20 years contribute to Aktouf's conclusion that a radical-humanistic position is the basis of successful management. This person-centered theory relies on developing an employee's desire to belong and encouraging the use of his or her intelligence. He recommends a neo-Marxist humanist ideology to foster creativity and productivity through the willing participation of all parties in a common endeavor.

New

Alvesson, M. (1992). **Leadership as social integrative action: A study of a computer consultancy company.** *Organization Studies, 13*(2), 185-209.

A case study of 35 managers and employees of a Swedish computer-consultancy company supports the concept of leadership as social integrative action. Corporate culture, values, norms, and symbolic guidelines reflect and are reflected by the company's leadership. Alvesson states this constitutes a professional-services "adhocracy," which ties employees closely to the company, influences projects through informal discussions, anchors values and principles, and strengthens the sense of community.

Ashour, A. S., & Johns, G. (1983). **Leader influence through operant principles: A theoretical and methodological framework.** *Human Relations, 36*, 603-626.

Literature on learning and leadership is reviewed. This article discusses a leader's influence on subordinate motivation and behavior acquisition. Operant theory is used to explain leader influence. Suggestions for research in leader reinforcement are discussed.

Bavelas, A. (1960). **Leadership: Man and function.** *Administrative Science Quarterly, 4*, 491-498.

Differences between the personal quality of leadership and leadership as an "organization function" are discussed. Current leadership models are reviewed. Types of leadership coinciding with the emotional tone of the organization are put into model form. The trend in leadership is to rely less on a specific individual's abilities and more on research and analysis. Leaders are now stereotyped as individuals who interact with a panel of experts for consultation.

Blank, W., Weitzel, J. R., & Green, S. G. (1990). **A test of the situational leadership theory.** *Personnel Psychology, 43*, 579-597.

The authors challenge the validity of Hersey and Blanchard's situational leadership theory (SLT). At two universities, hall directors' leadership task behaviors and relationship behaviors are measured. Subordinate resident advisors' psychological maturity and job maturity are measured. When results are charted to determine leader effectiveness, SLT is not supported. Authors suggest future research and theory development.

New

Czarniawska-Joerges, B., & Wolff, R. (1991). **Leaders, managers, entrepreneurs on and off the organizational stage.** *Organization Studies: Special Issue: Interpreting Organizational Leadership, 12*(4), 529-546.

Using a theater metaphor, the authors explore three roles within organizations: managers, leaders, and entrepreneurs. Changes in the debate about organizational theory and in organizational practice put different roles in focus at different times. The authors illustrate the contexts in which a given role acquires dominance. "Leadership is seen as symbolic performance, expressing the hope of control over destiny, management as the activity of introducing order by coordinating flows of things and people toward collective action, and entrepreneurship as the making of entire new worlds."

Fiedler, F. E. (1971). **Validation and extension of the contingency model of leadership effectiveness: A review of empirical findings.** *Psychological Bulletin, 76*, 128-148.

This paper reviews studies which tested and extended the contingency model of leadership effectiveness. The model predicted a curvilinear relationship such that leaders with low least preferred co-worker (LPC) scores ("task-oriented") would perform more effectively in very favorable and unfavorable situations, while high LPC leaders ("relationship-oriented") would perform more effectively in situations intermediate in favorableness.

Fiedler, F. E. (1981). **Leadership effectiveness.** *American Behavioral Scientist, 24*, 619-632.

Current leadership theories are reviewed. Fiedler finds that current theories ignore the importance of a leader's knowledge, ability to solve problems, and ability to make judgments about effective leadership. The author believes that a person will respond to a situation in a way which is compatible with the individual's personality. The effects of stress on performance is also discussed.

Graeff, C. L. (1983). **The situational leadership theory: A critical view.** *Academy of Management Review, 8*, 285-291.

Theoretical issues undermining the robustness of the situational leadership theory and the utility of its prescriptive model are discussed. More specifically, conceptual ambiguity associated with the mechanics of applying the concept of job-relevant maturity and other problems with the normative model are seen as seriously limiting its pragmatic utility. In addition, problems with the *Leader Effectiveness and Adaptability (LEAD)* instrument are identified and discussed.

Hersey, P., & Blanchard, K. H. (1979). **Life cycle theory of leadership.** *Training and Development Journal, 33*(6), 94-100.

Previous research on leadership models is reviewed. A theory called the "life cycle" has been developed which emphasizes the follower rather than the leader. It involves four stages, moving the followers through various stages of maturity. The "life cycle" theory believes as the followers' maturity increases, leader behavior requires less structure and less emotional support.

New

Hollander, E. P. (1992). **Leadership, followership, self, and others.** *Leadership Quarterly: Special Issue: Individual Differences and Leadership: II, 3*(1), 43-54.

Rather than focus solely on leaders' attributes and effect on others, this paper focuses on followers' perceptions and expectations. Hollander refers to prior research and models to illustrate interpersonal relationships, mutual identification, bases of power, giving and taking credit for good and bad leadership behavior, and charisma. A perceptual/attributional perspective credits or blames the leader for group outcomes.

House, R. J., & Mitchell, T. R. (1974). **Path-goal theory of leadership.** *Journal of Contemporary Business, 3*(4), 81-94.

An integrated body of conjecture by students of leadership, referred to as the *path-goal theory of leadership*, is currently emerging. This article attempts to describe the theoretical framework for understanding the effect of leadership behavior on subordinate satisfaction and motivation.

New

Hunt, J. G., Boal, K. B., & Sorenson, R. L. (1990). **Top management leadership: Inside the black box.** *Leadership Quarterly, 1*(1), 41-65.

Leadership models often use an input/throughput/output conceptualization, with the throughput demonstrated as a black box. This model looks inside the black box to determine matches between leader and subordinate prototypes. The authors recommend further research to support this model.

New

Jackson, C. N. (1993). **On linking leadership theories.** *Journal of Management Education, 17*(1), 67-78.

Different styles of leadership require different amounts of structure initiated by a leader or substitutes for leadership. Autocratic and consultative styles require high leader initiation for inexperienced followers with low growth needs. Participative and delegative styles require less leader initiation and higher worker initiation. Jackson contends that, in order to encourage job satisfaction and growth among subordinates, a leader must identify how much structure is needed, and initiate only that much and no more.

Jago, A. G. (1982). **Leadership: Perspectives in theory and research.** *Management Science, 28*, 315-336.

The author reviews prominent trends in leadership research and constructs a typology based on the themes in the research. He makes the point that existing research has covered only a part of the wide domain of leadership phenomena.

Kerr, S., & Jermier, J. M. (1978). **Substitutes for leadership: Their meaning and measurement.** *Organizational Behavior and Human Performance, 22*, 375-403.

Current leadership theories and models are reviewed. This article stresses that some leadership styles can be effective, regardless of the situation. A number of substitutes for "leadership" can be found to give guidance and promote good feelings within an organization.

King, A. S. (1990). **Evolution of leadership theory.** *Vikalpa, 15*(2), 43-54.

King offers a model of evolutionary stages of leadership theory. Nine eras reflect specific themes, beginning with the early Great Man and Trait periods that comprise the Personality Era. Leadership theory progresses through eras called Influence, Behavior Situation, Contingency, Transactional, Anti-leadership, Culture, and Transformational. King prescribes a future Integrative Era which adopts the most relevant concepts from the past to develop leaders who are visionary; take risks; exemplify the values, goals, and culture of their organizations; think strategically; energize people into action; and develop followers into leaders.

New

Lipman-Blumen, J. (1992). **Connective leadership: Female leadership styles in the 21st-century workplace.** *Sociological Perspectives: Special Issue: Women in the Workplace: Toward True Integration, 35*(1), 183-203.

An integrative achieving-styles model of connective leadership is presented. Direct achieving styles are intrinsic, competitive, and power-seeking, traditionally considered masculine. Relational achieving styles are collaborative, contributory, and vicarious, traditionally considered feminine. Instrumental achieving styles are entrusting, social, and persuasive, which are considered integrated. Connective leadership connects individuals to their own, as well as others', tasks and ego drives.

New

Lord, R. G., & Hall, R. J. (1992). **Contemporary views of leadership and individual differences.** *Leadership Quarterly: Special Issue: Individual Differences and Leadership, 3*(2), 137-157.

Previous articles on individual differences in leadership studies are summarized. Four themes emerge: creative problem solving, experience as a predictor, intelligence and leader effectiveness, and the social nature of leadership. Each of these themes holds implications for selection, training, and development of leaders. The authors conclude that mistakes have been made in previous work on leadership by the oversimplification of complex issues.

Miner, J. B. (1982). **The uncertain future of the leadership concept: Revisions and clarifications.** *Journal of Applied Behavioral Science, 18*, 293-307.

In earlier years leadership concepts were developed by studying small groups and often focused on leadership emergence. The author suggests that today's focus is on the leadership function or on organizations and that our existing models of leadership are no longer useful. Alternative areas of research in the leadership field are offered.

Morris, D. J. (1987). **Innovation: The changing perception of leadership.** *Performance and Instruction, 26*(1), 20-24.

Morris briefly outlines the history of leadership theory. He identifies some of the problems with these theories and builds an argument that it is necessary for today's successful leader to attain mastery of many jobs by building on knowledge, skills, and attributes. He recommends the application of Theory W and its four-step approach to leadership development as an appropriate model for the implementation of organizational innovations and success.

Neider, L. L., & Schriesheim, C. A. (1988). **Making leadership effective: A three stage model.** *Journal of Management Development, 7*(5), 10-20.

Building on existing leadership research, the authors introduce a three-phase diagnostic model of leadership effectiveness. The model is intended as a pragmatic and useful tool designed for practicing managers to assess and increase their effectiveness as leaders. Expectancy, path-goal theory, and transactional perspectives are used to illustrate the model.

New

Podsakoff, P. M., MacKenzie, S. B., & Fetter, R. (1993). **Substitutes for leadership and the management of professionals.** *Leadership Quarterly, 4*(1), 1-44.

Kerr and Jermier's substitutes-for-leadership model (1978; see above) is discussed and modified. Leader behaviors, leadership substitutes, and criterion variables were tested in professional and nonprofessional groups. Variance in employee attitudes, role perception, and employee performance indicate that the theoretical basis for a leadership substitutes model needs additional refinement.

New

Shareef, R. (1991). **Ecovision: A leadership theory for innovative organizations.** *Organizational Dynamics*, *20*(1), 50-62.

Ecovision is a leadership theory merging corporate and environmental goals. Ecovision invests in R&D and is moral, creative, and intuitive. It borrows from social psychology and ecology. It encourages innovation and flexibility. Examples of ecovision leaders are Ted Turner of CNN, Al Neuharth of *USA Today*, and Vincent Lane of the Chicago Housing Authority.

Smoll, F. L., & Smith, R. E. (1989). **Leadership behavior in sport: A theoretical model and research paradigm.** *Journal of Applied Psychology*, *19*, 1522-1551.

The sport environment is a naturalistic setting for observational research because many psychological processes are involved. Learning, perception, attention, motivation, emotion, developmental processes, memory, problem solving, and social interaction can all be studied. A *Coaching Behavior Assessment System* (CBAS) has been designed for research between youth coaches and players. A model is offered to measure and define relationships between what coaches actually do, how these behaviors are perceived and recalled by players, and children's attitudinal responses to the total situation.

Stogdill, R. H. (1974). **Historical trends in leadership theory and research.** *Journal of Contemporary Business*, *3*(4), 1-17.

This is a brief review by Stogdill of the history of and trends in leadership theory.

New

Yammarino, F. J., & Bass, B. M. (1991). **Person and situation views of leadership: A multiple levels of analysis approach.** *Leadership Quarterly*, *2*(2), 121-139.

Yammarino and Bass present a multiple-levels-of-analysis approach to integrate the vast literature on leadership. Theories and models are categorized broadly as person, situation, or person-situation in nature. Charts illustrate how theories affect the views between persons, within persons, and between or within groups or collectives. Implications for research and practice are discussed.

Yukl, G. (1989). **Managerial leadership: A review of theory and research.** *Journal of Management*, *15*, 251-289.

This article is a review and evaluation of leadership theories and research findings. Major topics and controversies are: leadership versus management, leader traits and skills, leader behavior and activities, leader power and influence, situational determinants of leader behavior, situational-moderator variables, transformational leadership, importance of leadership for organizational effectiveness, and leadership as an attributional process. A notable emerging concept is leadership as a shared process.

BOOKS

New

Chemers, M. M., & Ayman, R. (Eds.). (1993). ***Leadership theory and research: Perspectives and directions.*** San Diego, CA: Academic Press.

This volume is a tribute to Fred Fiedler, in honor of his 40 years of research in the field of leadership. His contingency theory, regarding the interaction of leader qualities with situation, revolutionized the study of leadership. His associates pay tribute to Fiedler's emphasis on the future and his groundbreaking theories and models of integrated training, leader behavior, and leader intelligence. In this vein, contributors present their visions for future leadership research.

Fiedler, F. (1967). ***A theory of leadership effectiveness.*** New York: McGraw-Hill.

This book presents a theory of leadership effectiveness which takes account of the leader's personality as well as the situational factors in the leadership situation. This theory attempts to specify, in more precise terms, the conditions under which one leadership style or another will be more conducive to group effectiveness. The book summarizes the results of a 15-year program of research on leadership and a theory of leadership effectiveness, and integrates the findings.

Hunt, J. G. (1991). ***Leadership: A new synthesis.*** London: Sage.

Hunt suggests a new synthesis, an expanded framework for scholarly study of leadership-knowledge content and orientation. His multiple-level leadership model includes studies from high levels of management down through organizations and across time. Hunt investigates varying concepts of leadership as reality and as perception, assumptions, definitions, purposes, and measurements.

Hunt, J. G., Baliga, B. R., Dachler, H. P., & Schriesheim, C. A. (1988). ***Emerging leadership vistas.*** Lexington, MA: Lexington.

This review of leadership research covers the various, and sometimes controversial, perspectives of researchers across the subject. The research examined here attempts to find answers to "What is meant by leadership?" Beginning in Part 1, the first four chapters examine the concept of charismatic leadership. The focus is on how this form of leadership shapes individual motivation and behavior. In Part 2, three chapters measure the activities of leadership within the organization. Examples are shown of how leadership runs deep within the functioning of the organization. Part 3 reviews the theories of leadership research. The concluding chapters look at some overlooked research plus new, emerging findings.

Likert, R. (1961). ***New patterns of management.*** New York: McGraw-Hill.

This book is intended for persons concerned with the problems of organizing human resources and activity. It is written especially for those who are actively engaged in management and supervision and for students of administration and organization. It presents a theory of organization based on the management principles and practices of managers who are achieving the best results in American business and government. It also draws upon research of volunteer organizations.

New

Locke, E. A., Kirkpatrick, S., Wheeler, J. K., Schneider, J., Niles, K., Goldstein, H., Welsh, K., & Chah, D. (1991). ***The essence of leadership: The four keys to leading successfully.*** New York: Lexington Books.

Dealing with the essentials rather than minute details, the authors present their leadership model. Drawn from a 1989 graduate seminar on leadership, the work begins by redefining leadership versus management, and transformational versus transactional leadership. The resulting model demonstrates how four key areas (motives and traits; knowledge, skills, and ability; vision; and implementation of vision) play key roles in effective leadership.

Ouchi, W. (1981). ***Theory Z.*** Reading, MA: Addison-Wesley.

Ouchi shows how American corporations can meet the Japanese challenge with a highly effective management style that promises to transform business in the 1980s. Theory Z management takes the best of Japanese business techniques and adapts them to the unique corporate environment of the United States. The book goes behind the scenes at several U.S. corporations making the Theory Z change and shows step-by-step how the transition works. Corporate philosophies are examined.

New

Pfeiffer, J. W. (Ed.). (1991). ***Theories and models in applied behavioral science.*** San Diego, CA: Pfeiffer & Company.

This four-volume reference tool is available in hardbound or loose-leaf format. Theories and models used in applied behavioral science, social science, human resource development, industrial/organizational psychology, training, and consulting are organized by their application to individuals, groups, leadership, or organizations. The third volume focuses on leadership issues, including conflict-resolution, gender-related politics, organizational power, situational leadership, total quality management, goal analysis, coaching, and influence. Reproducible visual aids are included throughout.

Smith, P. B., & Peterson, M. F. (1988). ***Leadership, organizations, and culture: An event management model.*** London: Sage.

The authors have designed their own research model to show that being able to read the culture of an organization is central in all types of leadership functions. With the expansion of multinational corporations, this ability has become increasingly crucial to corporate survival. Chapters 1-4 focus on a historical analysis of leadership research, beginning with studies in the 1940s, up to contemporary research. Chapters 5-7 present the authors' research model. Chapters 8-10 develop this model further by discussing its three-tiered perspective. The final chapter contrasts the authors' model with five other models analyzed in the book. A thorough bibliography, plus an index, follow the text.

New

Wendel, F. C., & Others (1992). ***Measurements of personality and leadership: Some relationships.*** Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement (ERIC Document ED350694).

The relationship between measurements of personality and leadership can serve as an indicator of job success. Principles of measurement, validity, reliability, and construct are discussed in detail. Personality and leadership are defined by traits and behavior and by cognitive, cultural, and psychological frameworks. Seven personality tests and 12 leadership tests are described.

New

Wheatley, M. J. (1992). ***Leadership and the new science: Learning about organization from an orderly universe.*** San Francisco: Berrett-Koehler.

How does "new science"—revolutionary discoveries in quantum physics, chaos theory, and molecular biology—affect the fundamental issues of organizing work, people, and life? Wheatley suggests we tear down 17th century Newtonian thinking about our universe and adopt new perspectives from our natural world. A new perspective can help to find order in a chaotic world; differentiate order from control; create more participative, open, and adaptive organizations; and reconcile individual autonomy and organizational control.

SOCIETY AND THE WORLD

ARTICLES

New

Albaum, G., Murphy, B. D., & Strandskov, J. (1990). **A note on cross-cultural perceptions of influence of leadership groups.** *Journal of Managerial Issues, 2*(3), 337-344.

University students from the United States, Denmark, and New Zealand were surveyed about the level of influence among nine different leadership groups. U.S. students perceived feminists as actually having the greatest influence and as being the preferred group to have influence. Students from New Zealand perceived the military as having the greatest influence and feminists as their preferred group. Danish students perceived religion as the group with actual influence and also their preferred group.

New

Bennis, W. (1991). **Managing the dream: Leadership in the 21st century.** *The Antioch Review, 49*(1), 22-28.

Transnational challenges, the opening of the European Common Market, the power of the yen, and constant change mark our entry into the 21st century. Leaders must embrace their ambiguous yet turbulent environments to define new dreams or visions which will guide the way. Bennis outlines five basic parts to managing the dream: communicating, recruiting, rewarding, retraining, and reorganizing. He offers examples of leaders who have used metaphors, global alliances, and other tactics to manage their dreams.

Bennis, W. G., & Jones, J. E. (1980). **John E. Jones interviews Warren Bennis on leadership and power.** *Group & Organization Studies, 5*, 18-34.

In a lively dialog between Jones and Bennis, Bennis points towards planning for this decade and provides a number of prognostications with regards to leadership and power.

New

Chong, J. K. S., Kassner, M. W., & Shih, T. (1993). **Management development of Hong Kong managers for 1997.** *Journal of Management Development, 12*(8), 18-26.

Hong Kong is the largest exporter of textiles, garments, toys, and watches and is the gateway to trade with mainland China. When control of Hong Kong government is transferred from Great Britain to China on June 30, 1997, global business will be affected. Currently, Hong Kong is experiencing a "brain drain," as managers and professionals are leaving—an estimated 30,000 each year. Results of a study indicate that the developmental needs of future Hong Kong managers will be: realism, patience, flexibility, and proaction. They will need to emphasize new opportunities, long- and short-term plans, the skills to communicate with East and West, and a goal of global synergy.

Davidson, H. J. (1977). **The top of the world is flat.** *Harvard Business Review, 55*(2), 89-99.

"Things fall apart, the centre cannot hold"—this description of disintegration by W. B. Yeats is applied here to the American way of life. The death of the family and social and economic decline signal that a peak has been passed. Davidson asks the questions, "How will this end?" and "Where are the leaders to restore the 'something of value' needed in American lives?"

Gardner, J. W. (1965). **The antileadership vaccine.** *Carnegie Corporation of New York, Annual Report.*

There are many leaders in our society. The author discusses what he calls an "antileadership vaccine," meaning that a larger number of young people are being steered away from leadership roles. The process begins in society itself. Individuals do not envision themselves as individuals but rather as anonymous members in a mass of people. Stereotypes of leaders enhance the unattractiveness of leadership positions. The necessity of leaders in our society is discussed.

New

Gemmill, G., & Oakley, J. (1992). **Leadership: An alienating social myth?** *Human Relations, 45*(2), 113-129.

Are leaders really necessary? Or has society locked itself into the idea that leaders are necessary in order to repress uncomfortable and often painful needs and emotions that emerge when people work together? Gemmill and Oakley contend that our concept of leadership has become a psychic prison, which has induced massive learned helplessness and feelings of alienation. They detail the mythologizing of leadership and suggest possibilities for restructuring to promote creativity and self-actualization.

Hofstede, G. (1980). **Motivation, leadership, and organizations: Do American theories apply abroad?** *Organizational Dynamics, 9*(1), 42-63.

It is important to remember that management theories developed and studied in one country may be of little use in other countries, due to differences in culture. National culture has been divided into four dimensions: power distance, uncertainty avoidance, individualism-collectivism, and masculinity-femininity. Differences in employee motivation, attitudes, management styles, and organizational structures between countries can be traced to differences in mental programming.

New

Kurzweil, E., Pipes, R., Zagajewski, A., Ugresic, D., & Enzensberger, H. M. (1992). **Intellectuals as leaders.** *Partisan Review, 59*(4), 666-700.

In April 1992, the Newark Public Library hosted a conference on Central Europe, sponsored by the National Endowment for the Humanities and the New Jersey Committee for the Humanities. This paper includes speeches delivered by experts on Central European intellectuals and their leadership contributions. Scientists, writers, and philosophers are discussed in terms of their morality, modesty, and political influence.

Lobel, S. (1990). **Global leadership competencies: Managing to a different drumbeat.** *Human Resource Management, 29*(1), 39-47.

Expatriate managers have a 70-percent failure rate in developing countries due to an inability of the manager or spouse to adjust to a new culture. Lobel identifies managerial competencies for global leadership and analyzes how these competencies can be taught. Competencies include technical skill, verbal and nonverbal communication, behavioral flexibility, cultural empathy, low ethnocentrism, and a curious nature. Lobel suggests that a manager can be taught to step out of his or her comfort zone and adapt to a new reality.

National Forum Staff. (1991). **Leadership for a new millennium.** *National Forum, 71*(1), 2-32.

Articles in this special issue focus on contemporary issues in leadership: "Leadership for an Uncertain Century," by S. W. Morse; "Leadership for America's Third Century," by J. A. Joseph; "Leadership for a Shrinking Planet," by B. Kellerman; "Leadership: The Public and the Expert," by D. Yankelovich; "Learning Some Basic Truisms about Leadership," by W. Bennis; "A Single Voice: The Writer as Leader," by N. Cousins; "A New Look at Leadership Styles," by C. Desjardins and C. O. Brown; "Teaching and Assessing Leadership Styles," by R. Heifetz; "Future Leaders in Higher Education," by M. W. Tack. See the separate entry for "Leadership Education: A New Threshold," by R. L. Morrill and J. A. Roush.

New

Norris, M. (1992). **Warren Bennis on rebuilding leadership.** *Planning Review, 20*(5), 13-15.

In a keynote address to the Planning Forum's International Conference, Bennis outlined the changing role of leaders in a rapidly changing world. Technology, globalization, and demographic diversity are the forces to which organizations must respond in the 1990s. Bureaucratic organizations cannot survive these tumultuous changes. Organizations must flatten and they must empower leaders at all levels. Leadership in the 1990s requires a strong sense of purpose, conceptual skills, technical competence, people skills, judgment, taste, and character.

O'Ballance, E. (1981). **IRA leadership problems.** *Terrorism: An International Journal, 5*, 73-82.

The development of leadership in the IRA is reviewed. Differences and reasons for splitting into the "officials" and the "provisionals" and the Irish National Liberation Army are discussed.

Rogers, J. L. (1988). **New paradigm leadership: Integrating the female ethos.** *Initiatives, 51*(4), 1-8.

Rogers suggests that a major shift is occurring in Western culture. The patriarchal world with its emphasis on male-oriented values of rationality, competition, and independence is shifting toward a new paradigm. The values of the female ethos—mutuality, cooperation, and affiliation—are becoming recognized as transformational and empowering leadership style. This article examines the values of the female ethos, their connection with the shift in Western culture, and their influence on the practice of leadership.

New

Stewart, L. H. (1991). **The world cycle of leadership.** *Journal of Analytical Psychology, 36*(4), 449-459.

Stewart considers Mikhail Gorbachev's childhood experience as "almost an only child," having only one sibling 17 years younger. Based on the premise of kinship libido, sibling position, and its effect on later experience, Stewart draws conclusions regarding Gorbachev's effect on social and political events in Eastern Europe and Russia.

New

Swierczek, F. W. (1991). **Leadership and culture: Comparing Asian managers.** *Leadership and Organization Development Journal, 12*(7), 3-10.

In Western culture, leadership theory is of an individualistic nature. In Asian culture, the unit of society is the family or one's extended relationships. Swierczek compares leadership in 11 Eastern cultures to U.S. culture. Areas of comparison are: power distance, individualism, and Confucian dynamism (which consists of persistence, status of relationships, th[illegible]t, and a sense of shame). He concludes that leadership should adapt to the culture in which the leader operates.

New

Westley, F. (1991). **Bob Geldof and Live Aid: The affective side of global social innovation.** *Human Relations, 10*(44), 1011-1036.

In 1984-1985, Irish singer/songwriter Bob Geldof organized the largest charity event in history with a benefit recording and Live Aid, a two-continent, 17-hour global rock telethon. His efforts raised 75 million pounds for famine relief in Ethiopia. Geldof's visionary leadership resulted from his personal background, moral disposition, sense of timing, and ability to motivate others into action. Geldof's unique ability to integrate visual imagery of famine with popular music created a global philanthropic passion.

BOOKS

New

Ayoob, M., & Samudavanija, C. (1989). ***Leadership perceptions and national security: The Southeast Asian experience.*** Singapore: Institute of Southeast Asian Studies.

This book presents overview papers and case studies from the project "Leadership and Security in Southeast Asia," conducted under the auspices of the Regional Strategic Studies Programme of the Institute of Southeast Asian Studies. It contrasts leadership perceptions with the management of national security to identify any linkage between these two vital issues.

New

Baumol, W. J., Blackman, S. A. B., & Wolff, E. N. (1989). ***Productivity and American leadership: The long view.*** Cambridge, MA: The MIT Press.

Is the United States really the leaderless, lackluster, unproductive society it has often been made out to be? The authors take a second look at the numbers and courageously proclaim American productivity is alive and well. When taking a long view of things—ignoring short-term blips of greater concern to politicians and macroeconomists—the United States compares favorably to other industrialized nations. The authors explore the impacts of international convergence, our change to an information society, education, and natural resources on productivity. New "yardsticks" are offered for measuring future economic growth and productivity.

Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A., & Tipton, S. M. (1985). ***Habits of the heart: Individualism and commitment in American life.*** New York: Harper & Row.

Based on a five-year study of various White, middle-class American communities, this book explores the traditions Americans use to make sense of themselves and their society and presents the conflict between individualism and the need for community.

Bleedorn, B. D. (1988). ***Creative leadership for a global future: Studies and speculations.*** New York: Peter Lang.

This book is an elaboration of a doctoral study designed to elicit the perceptions of educators, students, and business leaders about the identification of talents critical to effective leadership in the advancing global age. The author's goal was to see whether existing educational programs were in fact attempting to develop the leadership talents needed for our new and changing world.

New

Bryson, J., & Crosby, B. C. (1992). ***Leadership for the common good: Tackling public problems in a shared-power world.*** San Francisco: Jossey-Bass.

Massive and complex public problems, such as homelessness, urban crime, AIDS, drug abuse, domestic violence, and global warming, are the shared responsibility of many organizations that must pool power and resources to get things done. Government, nonprofit organizations, and business leaders, joining together in a public leadership network, could identify the problems, explore solutions, facilitate policy change, and mobilize collective action. Examples of civic reform in Minneapolis-St. Paul and the dispute over federal abortion laws illustrate shared power which creates policy change.

Burns, J. M. (1972). ***Uncommon sense.*** New York: Harper & Row.

Burns' treatise asserts that the domestic- and foreign-policy troubles he identifies as confronting the U.S. are rooted in the habits of those that preserve outmoded myths and shibboleths which blind citizens and presidents alike to the necessity for creative governmental change. The central argument of the book concerns means and ends; it is an examination of the capacity of the nation to define its fundamental values and to transform them into guides to action.

New

Childs, J. B. (1989). ***Leadership, conflict, and cooperation in Afro-American social thought.*** Philadelphia: Temple University Press.

Writing from the view of an anthropologist, not a political scientist or historian, Childs compares two philosophies toward human equality. The vanguard perspective claims access to special knowledge, believes that energy flows from a dominant center in every society, believes that the sleeping masses can be exploited, and strives to lift people out of their dormant stage into awareness of their own strength. Mutuality seeks to expand the recognition and interaction of a multitude of groups without boundaries or perceptions of superiority among groups. Case studies contrast the philosophical working styles of Booker T. Washington and W. E. B. DuBois, and George W. Ellis and Arturo (Arthur) Schomburg.

Cornwall-Jones, A. T. (1985). ***Education for leadership: The international administrative staff colleges, 1948-1984.*** Boston: Routledge and Kegan Paul.

This book is concerned with the issues the author encountered in helping others who, in Australia, Pakistan, the Philippines, and Ghana, wished to apply the model of Henley College. It contributes to an understanding of staff colleges and their original aims.

Drucker, P. (1989). ***The new realities: In government and politics, in economics and business, in society and world view.*** New York: Harper & Row.

Drucker presents a synthesized and compelling view of the social, political, and economic realities which are currently affecting the heart of many of our social institutions. He analyzes the functions of government, a transnational economy, shifting knowledge base, arms and the economy, and other timely concerns. In Drucker's words, "This book does not focus on what to do tomorrow. It focuses on what to do today in contemplation of tomorrow."

Durrenmatt, F., & Bowles, P. (Trans.). (1956). ***The visit: A tragi-comedy.*** New York: Grove Press.

Translated from a German play entitled, "Der Besuch der Alten Dame," this English text adheres strictly to the playwright's original German script. The action of the play is set in the small town of Guellen, "somewhere in Central Eastern Europe." An aging, very wealthy heiress, Claire Zachanassian, returns after being away for many years. Upon the offer of her millions, she quickly turns Guellen, which has been poor, into a boom town. However, she has attached a treacherous string to her generosity. She embroils the town leadership in a murder plot. From these elements the playwright constructs a multi-leveled play, which is at once a moving tragedy and a black comedy.

Gardner, J. W. (1964). ***Self-renewal.*** New York: Harper & Row.

The author brings together the topics of moral decay and renewal and the individual's capacity for lifelong learning. Gardner feels that unless we attend to the requirements of renewal, aging institutions and organizations will eventually bring our civilization to ruin. This is a call to foster versatile, innovative, and self-renewing men and women who share a vision of something worth saving.

Gardner, J. W. (1978). ***Morale.*** New York: Norton.

Hope, but not blind optimism, is applauded by the founder of Common Cause and former secretary of Health, Education, and Welfare in an essay on the attitudes and values in contemporary society. Gardner offers encouraging thoughts on renewing a belief in ourselves.

Golding, W. (1962). ***The lord of the flies.*** New York: Putnam.

This is a parable about the breakdown of civilized restraints under extreme circumstance. A nuclear war forces the evacuation of children from Britain. One airplane filled with prep-school boys is wrecked on an uninhabited island. All adults on board are killed; only the boys remain alive. What ensues is the boys' attempt to create a society according to their sense of order based on a combination of their education and character.

Graubard, S. P., & Holton, G. (1962). ***Excellence and leadership in a democracy.*** New York: Columbia University.

This is a collection of essays addressing the problem of encouraging high standards of leadership in a democracy and consolidating current thinking on the subject. The book tells us about such things as the relations between the President and Congress, the admission to American universities, and the trends in scientific research.

Greenleaf, R. K. (1977). ***Servant leadership: A journey into the nature of legitimate power and greatness.*** New York: Paulist Press.

This book is a constructive and critical examination of leadership and the perversions of leadership in major spheres of American life, including the crucial sphere of the responsibility (and irresponsibility) of boards of trustees. It develops the concept of the servant-leader and deals with the structure and mode of government that will favor optimal performance of our many institutions as servants of society. It also gives biographical models of two great servant leaders.

Kellerman, B., & Rubin, J. Z. (Eds.). (1988). ***Leadership and negotiation in the Middle East.*** New York: Praeger.

Published in cooperation with the Society for the Psychological Study of Social Issues, this book consists of a series of thought-provoking essays which examine "the nature of the Middle East crisis and the possibilities for compromise, negotiation and resolution through the personalities and perspectives of national leaders of governments or organizations whose interests were strongly affected by the crisis." The following leaders are discussed: Bashir Gemayal, Menachem Begin, Yasser Arafat, Hafez Al-Assad, King Fahd, King Khaled, Leonid Brezhnev, and Ronald Reagan.

Lassey, W. R., & Sashkin, M. (Eds.). (1983). ***Leadership and social change.*** 3rd ed. La Jolla, CA: University Associates.

This collection of essays offers educators, management programmers, leadership trainers, and students in leadership training a broad and useful selection of articles on the subject of leadership. The essays address leadership in complex settings, including educational, governmental, and community environments.

Lilienthal, D. E. (1967). ***Management: A humanist art.*** New York: Columbia University.

This book collects three lectures presented at the Carnegie Institute of Technology. The lectures are concerned with some aspects of business or public administration, the relationships between business and government, and management and labor. Also included are the themes of preserving economic freedom, human liberty, and the strengthening of individual enterprise.

New

Makin, J. H., & Hellman, D. C. (Eds.). (1989). ***Sharing world leadership? A new era for America & Japan.*** Washington, DC: American Enterprise Institute for Public Policy Research.

A half century after World War II, American and Japanese economists, political scientists, and security experts contribute essays on the unique relationship between their two countries. Part 1 considers sharing the burden of defense in Europe and Asia. Part 2 discusses the critical relationship between defense spending and economic performance. Part 3 examines new roles for both nations in economic interdependence and shared responsibility for security.

New

Maynard, H. B., Jr., & Mehrtens, S. E. (1993). ***The fourth wave: Business in the 21st century.*** San Francisco: Berrett-Koehler.

Applying Toffler's concept of historical waves of change (*The Third Wave*, 1984), this book envisions a future where the health and well-being of the earth and its inhabitants are secure. This vision is framed by the world of business, because its magnitude of power is enormous and the need for a shift in attitudes is critical. Maynard and Mehrtens hope this vision will spark dialogue and serve as a roadmap toward a fourth wave, an integration of all dimensions of life and a responsibility for the whole.

New

McWhinney, W. (1992). ***Paths of change: Strategic choices for organizations and society.*** Newbury Park, CA: Sage.

The 1960s and 1970s brought many changes to our society: Vietnam veterans were not recognized as war heroes; Black Americans found new opportunities; youths had no guarantees of jobs and steady income; and Western culture and economics were not assured of permanent world dominance. Social problems, such as homelessness, drug abuse, and crime, have magnified in the decades since. To resolve these issues, the author proposes a new science of practice, based on the assumption that human beings use diverse and incompatible concepts of reality.

Mills, C. W. (1956). ***The power elite.*** New York: Oxford University Press.

The power elite is composed of men whose positions enable them to transcend the ordinary environments of ordinary men and women; they are in positions to make decisions having major consequences. This book studies these hierarchies of state, corporation, and army which constitute the means of power and offer us the sociological key to an understanding of the role of higher circles in America.

Murray, C. (1984). ***Losing ground: American social policy.*** New York: Basic Books.

Murray strongly indicts American social policy in this heavily documented and densely written analysis. His central argument is that the "Great Society" programs have been disastrous to the poor, especially the poor Blacks. Their failures, he contends, have stemmed from ignoring basic principles.

Naisbitt, J. (1984). ***Megatrends: Ten new directions transforming our lives.*** New York: Warner.

This book is about a new American society that is not yet fully evolved. It focuses on the megatrends or broad outlines that define the new society, and trends tell you the direction the country is moving. It describes the environment that may affect the major decisions of life: what to study, what career to follow, where to live, where to invest money, and whether to start a business, join a union, or run for public office.

Naisbitt, J., & Aburdene, P. (1990). ***Megatrends 2000: Ten new directions for the 1990s.*** New York: William Morrow.

Megatrends are large social, economic, political, and technological changes which influence society for a decade or beyond. Naisbitt and Aburdene refer to the year 2000 as the arrival of the future and a deadline for solving our current problems of hunger, disease, drugs, and pollution. They identify ten megatrends of the 1990s to use as a frame of reference for measuring new information and for making business choices. Among the trends are global economy, women in leadership, and the triumph of the individual.

Nanus, B. (1989). ***The leader's edge: The seven keys to leadership in a turbulent world.*** Chicago: Contemporary Books.

By the coauthor of *Leaders: The Strategies for Taking Charge*, this book was written as a progress report on the effects of change on the leadership function in the United States. Nanus's research with 200 leaders in politics, business, education, media, religion, and environmental protection, combined with readings on U.S. leadership, provides an analysis of where we are, where we should be headed, and how to get there. Seven megaskills are identified to provide a clear sense of direction, restore a sense of purpose, catalyze people to act enthusiastically, and align their energies toward a common goal.

Sarason, S. (1972). ***The creation of settings and the future societies.*** San Francisco: Jossey-Bass.

The primary purpose of this book is to investigate a "setting" (any instance when two or more people come together in new and sustained relationships to achieve certain goals). This definition is meant to include a continuum of social phenomena which ranges from marriage to revolution.

Sawhill, I. V. (Ed.). (1988). ***Challenge to leadership: Economic and social issues for the next decade.*** Washington, DC: The Urban Institute Press.

"What kind of nation do we want to be?" is the crux of a thought-provoking discussion of the important social and economic issues facing the U.S. As the U.S. enters the final decade of the 20th century, four key issues will demand effective moral and political leadership: America's economic and political position in the world; each generation's responsibility to the next; the necessary limits of individual freedom in a large, interdependent society such as ours; and the continuing obligations of those who have to those who do not. The consensus seems to be that the leadership decisions that are made in the near future will determine what kind of nation we will live in during the 21st century.

New

Toffler, A. (1991). ***Powershift: Knowledge, wealth and violence at the edge of the 21st century.*** New York: Bantam.

The third in Toffler's trilogy, including *Future Shock* (1970) and *The Third Wave* (1984), *Powershift* presents a new theory of social power and shifts in economy, business, politics, education, religion, the media, and global affairs. Toffler argues that power was once obtained through wealth or violence. But the future of power belongs to knowledge and the systems that create, enhance, and exchange knowledge. Tempered with an emphasis on relationships, ethics, and appreciation of the individual, Toffler's vision encourages the use, not abuse, of knowledge as power.

Torbert, W. R. (1991). ***The power of balance: Transforming self, society and scientific inquiry.*** London: Sage.

Torbert offers a new theory of power, a new practice of management, and a new approach to conducting social science. Autobiographical cases illustrate stages of moral development and organizational reform. In the foreword, D. A. Schon states that this is "a document of shocking grandiosity," yet "Torbert's theory is notable because of the depth and breadth of its aspirations."

Urquhart, B., & Childers, E. (1990). ***A world in need of leadership: Tomorrow's United Nations.*** Uppsala, Sweden: Dag Hammarskjold Foundation.

The unique leadership demands of the United Nations are studied in this presentation of papers. U.N. leadership responsibilities include peace-making, safeguarding the environment, management of world economy, and coordination of member states which have political differences. The authors study historical and current U.N. organizational structure and leadership-selection processes. They report that new leadership demands have evolved, and offer recommendations for organizational restructuring and a new leadership-selection process.

New

Weisbord, M. R. (1992). ***Discovering common ground: How future search conferences bring people together to achieve breakthrough innovation, empowerment, shared vision, and collaborative action.*** San Francisco: Berrett-Koehler.

Based on his chapter "Inventing the Future" in *Productive Workplaces* (Jossey-Bass, 1987), Weisbord shares his visionary concept of future-search conferences, a shift from expert problem-solving to shared responsibility for our world's problems. Business, government, eduçation, and all sectors of society meet for three-day conferences to discover common ground, imagine ideal futures, expand horizons, and build democratic social values. He describes successful conferences, potential pitfalls, and planning advice for practitioners.

Westin, A. F., & Aram, J. D. (1988). ***Management dilemmas: Cases in social, legal and technological change.*** Cambridge, MA: Ballinger.

Authors Westin and Aram address the social, legal, and technological changes which confront modern management decision making. They present 12 factually based case studies that include such contemporary issues as: medical ethics and business decisions; sexual discrimination and the corporate culture; reproductive risk and EEO; employee protest versus employee loyalty; testing employees for substance abuse; due process in a nonunion firm; and big brother in the automated office. The book is intended to expose the reader to a range of questions facing organizations, to assist in developing diagnostic skills, and to present the management-change processes that are now confronting large corporations.

HISTORY

ARTICLES

Freedman, A., & Freedman, P. E. (1982). **Mass line leadership: Another view of Mao's China.** *American Psychologist, 37,* 103-105.

The authors criticize Barlow, "Mass Line Leadership and Thought Reform in China," (*American Psychologist,* 1981, 300-309) as "a one-sided and highly misleading portrait of Mao's China." Freedman and Freedman state that small study groups operated within a context of coercion that conditioned individual behavior. Mao was backed by aggression, terror, punishment, and suffering of powerless masses at the hands of unchecked officials.

Heider, J. (1982). **The leader who knows how things happen.** *Journal of Humanistic Psychology, 22*(3), 33-39.

The author presents 12 chapters of Lao Tzu's sixth-century-B.C. Chinese text, "Tao Te Ching," on how to rule a kingdom.

James, D. C. (1982). **Command crisis: MacArthur and the Korean War.** *Harmon Memorial Lectures in Military History, 24,* 1-16.

The controversy surrounding the dismissal of MacArthur by Truman is explored.

Schwartz, B. (1983). **George Washington and the Whig conception of heroic leadership.** *American Sociological Review, 48,* 18-33.

The author discusses the transformation of George Washington from a military hero to a moral symbol and how his leadership demonstrated the Whig conception of heroic leadership. Leadership is discussed in the Republican tradition.

BOOKS

Bailey, T. A. (1980). ***The pugnacious presidents: White House warriors on parade.*** New York: Free Press.

Bailey presents a novel approach to American history. This is a study of the basic militancy of each Chief Executive, of what might be termed his "pugnacity index" as disclosed in foreign and domestic crisis.

Clemens, J. K., & Mayer, D. F. (1987). ***The classic touch: Lessons in leadership from Homer to Hemingway.*** Homewood, IL: Dow Jones-Irwin.

This book taps the collective wisdom found in the classic works of Western philosophy, history, biography, and drama and applies it to the problems of modern managers and leaders. It addresses such issues as how to build a team and keep it together, how to manage an acquisition once it's in place, how to eliminate daily distractions, and how to better trust your intuition.

De Gaulle, C. (1975). ***The edge of the sword.*** 2nd ed. Westport, CT: Greenwood Press.

This book is essentially a selection of essays in which De Gaulle presents his personal philosophy of the meaning of leadership, World War II, and France's role in the war's history. These elements are woven together by discussions of character, prestige, military doctrine, the conduct of war, and politics and the soldier. The historical insights De Gaulle offers here carry greater meaning for his having lived through so many of the important events he discusses.

Gaventa, J. (1980). ***Power and powerlessness: Quiescence and rebellion in an Appalachian valley.*** Champaign, IL: University of Illinois Press.

The author presents systematic research on the history of coal and people in the Appalachian valley, and raises the question of why the local people haven't put up greater and more frequent resistance to King Coal. The documentation includes the periods of powerful rank-and-file resistance that swept through the valley.

Keegan, J. (1987). ***The mask of command.*** New York: Viking.

Historian Keegan recognizes "the leader of men in warfare can show himself to his followers only through a mask, but a mask made in such form as will mark him to men of his time and place as the leader they want and need." It is the intent of the author to penetrate behind the mask. The following are discussed: "Alexander the Great and Heroic Leadership"; "Wellington: The Anti-hero"; "Grant and Unheroic Leadership"; and "False Heroic: Hitler as Supreme Commander." He concludes with a provocative "Post-heroic: Command in the Nuclear World."

Loye, D. (1977). ***The leadership passion.*** San Francisco: Jossey-Bass.

This book surveys 180 years of thought and research bearing on the relationships between ideology in the individual, social leadership, and management styles. Variables receiving major attention include liberalism-conservatism, risk taking, alienation, anomie, extremism, activism, Machiavellianism, locus of control, as well as leader-follower, parent-child, and age-generational relationships. Findings support new models of ideological functioning.

Machiavelli, N. (1952). ***The prince.*** New York: New American Library.

This is a leadership classic of value to everyone who is likely to work with or for manipulative leaders or be tempted to become one.

Mansfield, H. C., Jr. (1980). ***Machiavelli's new modes and order: A study of the "discourses on Livy."*** Ithaca, NY: Cornell University Press.

Mansfield discloses and explicates things that Machiavelli thought prudent to conceal and camouflage, and highlights Machiavelli's clever conspiratorial, philosophical, and humorous strategy. In exploring the extent of Machiavelli's intention and his responsibility for modernity, Mansfield demonstrates "how the control of things not previously or usually thought political is represented in his discussion of political things."

New

Phillips, D. T. (1992). ***Lincoln on leadership: Executive strategies for tough times.*** New York: Warner Books.

Taking a historical perspective in search for tomorrow's leadership solutions, Phillips explores the qualities which made Abraham Lincoln one of America's most revered leaders. Lincoln's talent with people, his character, management style, and communicative abilities are analyzed to identify keys which will serve today's leaders. Phillips explains why we should seize the initiative and never relinquish it, wage only one war at a time, encourage risk-taking while providing job security, make requests or suggestions instead of issuing orders, and, once in a while, let things slip.

Prewitt, K., & Stone, A. (1973). ***The ruling elites: Elite theory, power, and American democracy.*** New York: Harper & Row.

The authors present a brief examination of elite theory through both a philosophical and historical summary of the elitist position.

Silk, L., & Silk, M. (1981). ***The American establishment.*** New York: Avon.

The establishment as the third important force in American society—following democracy and capitalism—is the subject of this study of the U.S. power structure. What the establishment is, how it operates, and the powerful role it plays in U.S. history today are examined in minihistories of what the authors believe to be the nation's most influential organizations.

Thompson, K. W. (Ed.). (1983). ***Ten presidents and the press.*** Lanham, MD: University Press of America.

The present volume brings together the work of leading presidential interpreters and scholars who met for extended discussions at the Miller Center. It contains presentations and discussions on ten Presidents and their relations with the press: Woodrow Wilson, Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard M. Nixon, Gerald Ford, Jimmy Carter, and Ronald Reagan.

Verma, M. M. (1990). ***Gandhi's technique of mass mobilization.*** New Delhi, India: R. K. Gupta.

Gandhi led 400 million people from tyranny and poverty toward self-respect, self-reliance, and socio-economic justice. He had deep insight into mass psyche and its collective strength. To fight a despotic government, he transformed his people's passive acceptance into organized, nonviolent withdrawal of cooperation and support. His integrated technique incorporated religious, intellectual, moral, social, political, economic, and psychological approaches.

Wecter, D. (1972). ***The hero in America: A chronicle of hero-worship.*** New York: Charles Scribner's Sons.

With this 1941 book, Dixon Wecter was the first historian to undertake the task of examining the impact of the known political, military, and celebrated leaders/heroes of American history. He asks the question: "How do Americans choose their heroes?" Throughout its 18 chapters, Wecter examines the public personalities who have come to represent the symbols of government, our national ideals, and what is best about being "American." This is a classic presentation of our past leaders. Detailed profiles cover the pilgrim founders to the architect of the New Deal. An extensive bibliography and thorough index are included.

Wofford, H. (1980). ***Of Kennedys and kings: Making sense of the sixties.*** New York: Farrar, Straus and Giroux.

Wofford combines memoirs and narrative in this book, mingling others' opinions with his own to give balanced assessments of men and events. Wofford is positive about the accomplishments of the decade and remains committed to public service and responsible political action.

BIOGRAPHY

ARTICLES

Blumenson, M. (1972). **The many faces of George S. Patton, Jr.** *Harmon Memorial Lectures in Military History, 14,* 1-27.

The author looks at the life of George S. Patton, Jr., both private and public. Patton was well-read in history, well-trained, and dedicated to his profession. All these characteristics made him an effective leader.

New

Carpenter, D. A. (1991). **Simon de Montfort: The first leader of a political movement in English history.** *History, 76*(246), 3-23.

In the 13th century, de Montfort was the first political opponent of the King of England to seize power and to govern England in his own name. Carpenter examines the personal characteristics that caused this unprecedented rise to power. De Montfort is described by chroniclers as a military expert, consistent in the face of danger, a glamorous personality, influential, religious, tenacious, principled, and confident.

DeMause, L. (1984). **The making of a fearful leader: Where's the rest of me?** *Journal of Psychohistory, 12*(1), 5-21.

This article is from *Reagan's America* by Lloyd DeMause. It deals with Ronald Reagan's personal anxieties and how those anxieties affected his politics. This chapter evaluates Reagan's phobias and explains why he developed them. The author states the reason for Reagan's success in 1980 was not so much his abilities but his promises that psychologically dealt with the same inner turmoils that Americans were experiencing during that time.

New

Greenstein, F. I. (1991). **The president who led by seeming not to: A centennial view of Dwight Eisenhower.** *The Antioch Review, 49*(1), 39-44.

In polls following his presidency, experts ranked Eisenhower 29th in terms of greatness. In the 1980s another poll ranked Eisenhower in the top ten. Newly acquired documents reveal that Eisenhower intentionally played up his role as head of state, while downplaying his role as political leader. He greeted the public and press with great warmth, muddled speech, scrambled syntax, and sparse substance. Yet his official papers indicate that he was shrewd, well-informed, analytical, and on top of the issues. His hidden-hand style of leadership was employed to keep his strategies private and to avoid blame for unpopular decisions.

New

Joplin, J. R. (1993). **Developing effective leadership: An interview with Henry Cisneros, Secretary, U.S. Department of Housing and Urban Development.** *The Academy of Management Executive, 7*(2), 84-92.

In this piece, Henry Cisneros responds to questions about the role models and personal experiences which developed his leadership abilities. As a student of history and biography, he relates lessons learned from General George Marshall, General Douglas MacArthur, Abraham Lincoln, and Martin Luther King, Jr. A strong support system of family, friends, and educators inspired him to achieve transformational leadership.

Meier, A. (1965). **On the role of Martin Luther King.** *New Politics, 4,* 52-59.

Martin Luther King's combination of militancy and conservatism led to his great success. King better than anyone else could articulate the desires of Blacks both to Blacks and to White America. This, along with his ability to hold the center position between conservative and radical groups, made King an effective leader.

Van Gelder, L. (1984, January). **Carol Gilligan: Leader for a different kind of future.** *Ms.,* pp. 37-40, 101.

This article focuses on *Ms.* Woman of the Year for 1984. The challenges that stand between 1984 and the year 2000, and the survival that may depend on a revolution in values, are centered on one of the leaders of this revolution—Carol Gilligan. Her work reflects implications "for a rather different kind of future—one in which humanity takes its cues not from Big Brother, but from sisters, mothers, and daughters."

BOOKS

Barber, J. D. (1977). ***Presidential character: Predicting performance in the White House.*** Englewood Cliffs, NJ: Prentice-Hall.

This is a study suggesting that discernible traits in personality of a candidate or an incumbent President forecast his conduct in office. Barber defines four tendencies or directions of behavior by which a President or aspirant to the position can be judged. Barber analyzes Presidents from Theodore Roosevelt to Richard Nixon, appraising each man's character, worldviews, and style on the basis of childhood experiences and adult conduct both in office and in private life.

Burns, J. M. (1956). ***Roosevelt: The lion and the fox.*** San Diego, CA: Harcourt-Brace Jovanovich.

This is a highly readable, two-volume biography (the second volume is *Roosevelt: Soldier of Freedom*). Burns describes the 32nd President as a man of "no fixed convictions about methods and policies" whose chief tenet was "improvise."

Caro, R. (1975). ***The power broker: Robert Moses and the fall of New York.*** New York: Random House.

This book reveals the singular public service, achievements, foresight, and egotism of Robert Moses and attacks the type of urban planning that Moses personified. The author contends his planning was dehumanizing, insensitive toward the poor and minority groups, and more concerned with parks and parkways than people, which has paved the way for much of today's urban ills.

Caro, R. A. (1984). ***The years of Lyndon Johnson: The path to power.*** New York: Random House.

The first of a three-volume biography of the 36th President of the United States. This volume begins with Johnson's boyhood and concludes with his defeat in his first race for the Senate in 1941. "The more one thus follows his life, the more apparent it becomes that alongside the thread of achievement running through it runs another thread, as dark as the other is bright, and as fraught with consequences for history."

Erikson, E. H. (1970). ***Gandhi's truth: On the origins of militant nonviolence.*** New York: Norton.

Erikson reveals that what has always been thought of as a relatively minor episode in Gandhi's life—the Abmedabad Mill strike of 1918 and Gandhi's first fast—was, in fact, an event of crucial importance in his rise as a natural leader and as the originator of militant nonviolence.

Freeman, D. S. (1942). ***Lee's lieutenants.*** (Vols. 1-3). New York: Scribner.

This is a three-volume study of the Confederate commanders who served with and under General Robert E. Lee in the Civil War. "The necessary qualities of high military command manifestly are military imagination, initiative, resourcefulness, boldness coupled with a grasp of practicality, ability to elicit the best of men, and the more personal qualities of character, endurance, courage and nervous control."

Gilbert, B. (1983). ***Westering man: The life of Joseph Walker.*** New York: Atheneum.

This book presents a history of the frontier and pioneer life of Joseph Reddeford Walker (1798-1876). Walker was characterized as exceptional for his physical prowess, intellect, and talents and because of a consistent pattern of decent, principled behavior which men of great strength and self-confidence can sustain—an example of what a frontier hero could and should be.

Greenstein, F. I. (1982). ***The hidden-hand presidency: Eisenhower as leader.*** New York: Basic Books.

This is an analysis of Eisenhower's policies and strategies. Greenstein establishes that the President practiced "public vagueness" and "private precision." Eisenhower purposely projected the image of being a politically benign, folksy leader who reigned but did not rule, so as to publicly accent the head-of-state role of the President, thus garnering public support. Greenstein draws together the lessons that contemporary and future Presidents can learn from Eisenhower's style.

Halberstam, D. (1983). ***The best and the brightest.*** New York: Penguin.

This is a study of the people who filled Cabinet and other high government positions in the administration of John F. Kennedy. It questions why so many of their decisions and policies were later proved to be wrong.

Iacocca, L., & Novak, W. (1984). ***Iacocca: An autobiography.*** New York: Bantam Books.

This book provides an autobiographical account of Lee Iacocca's life in leadership from his 32 years with Ford Motor Company, to his taking over the helm of Chrysler. It is filled with personal reflections on his experiences and views of corporate and national leadership.

Kearns, D. (1976). ***Lyndon Johnson and the American dream.*** New York: New American Library.

Kearns has taken her observations and what LBJ told her during their years together as part of the White House Fellows Program and distilled them into an anecdotal-analytical picture of his personality and his accumulation of power. The author discusses how this power was put to use in light of the nature of political power in general and the changing character of U.S. government since the 1930s.

New

Lama, D. (1990). ***Freedom in exile: The autobiography of the Dalai Lama.*** New York: HarperCollins.

In 1940 a six-year-old child was proclaimed the 14th Dalai Lama of Tibet. He served as a spiritual and political leader until an army of the People's Republic of China forced his exile in 1959. He has continued to lead the 100,000 refugees who followed him to India as the Tibetan Government in Exile. His Five-Point Peace Plan in 1987, proposing the restoration of Tibet and the protection of its citizens' fundamental human rights, earned him the Nobel Peace Prize in 1989.

Lansing, A. (1976). ***Endurance.*** New York: Avon.

This is an account of Sir Ernest Shackleton's Imperial Trans-Antarctic Expedition of 1915. "For scientific leadership give me Scott; for swift and efficient travel, Amundsen; but when you are in a hopeless situation, when there seems no way out, get down on your knees and pray for Shackleton."

Little, M., & Haley, A. (1965). ***The autobiography of Malcolm X.*** New York: Grove Press.

Malcolm X describes the brutalities suffered by his family and himself but also comments on his own degeneracy and his two conversions.

Manchester, W. (1978). ***American Caesar: Douglas MacArthur, 1880-1964.*** Boston: Little, Brown.

General of the Army, Douglas MacArthur "was a great thundering paradox of a man, noble and ignoble, inspiring and outrageous, arrogant and shy, the best of men and the worst of men, the most protean, most ridiculous, and most sublime."

Manchester, W. (1983). ***The last lion: Winston Spencer Churchill.*** Boston: Little, Brown.

Working with diaries, memoranda, government documents, the private correspondence of Churchill and others, and interviews with Churchill's surviving colleagues and members of his family, the author provides a narrative recreating the past and private life of Churchill. This is the first of a two-volume biography.

McFeely, W. S. (1981). ***Grant: A biography.*** New York: Norton.

This biography of Ulysses S. Grant, Union Army Commander and 18th President of the United States, tells "a story of the quest of an ordinary American man in the mid-nineteenth century to make his mark. Grant failed as a peacetime army officer, a farmer, a minor businessman, a store clerk—and still he wanted to be taken into account."

Morgenthau, H. J., & Hein, D. (1983). ***Essays on Lincoln's faith and politics.* Volume 4.** Lanham, MD: University Press of America.

Morgenthau approached Lincoln's view of ethics and religion from the vantage point of the political scientist and historian. Hein has approached the study of Lincoln's faith as a theologian and religious historian. Lincoln's religious and political ethics represented the core values in the American political tradition.

Oates, S. B. (1983). ***Let the trumpet sound: The life of Martin Luther King, Jr.*** New York: New American Library.

This is a magnificent recreation of a life—of a boy dominated by the minister father who "ruled his home like a fierce Old Testament patriarch"; of a young scholar passionately caught up in the teachings of Thoreau and Gandhi; of a man driven by his vision of racial equality. Stephen Oates portrays the forces that shaped "a very human man"—parental, cultural, spiritual, and intellectual—into the right person for a crucial moment in American history.

Schlesinger, A. M., Jr. (1985). ***Robert Kennedy and his times.*** 2nd ed. New York: Ballantine.

Historian Schlesinger writes as an admirer and friend of Robert Kennedy in this massive biography. Granted free access to the Kennedy-family papers and other documents, he combines a thorough review of Kennedy's public career with a more intimate record of his private life.

Scott, R. F. (1923). ***Scott's last expedition: Captain Scott's own story.*** Philadelphia: Transatlantic.

This work contains the personal journals of Captain Robert Falcon Scott on his 1910-1912 expedition to the South Pole. "Had we lived, I should have had a tale to tell of the hardihood, endurance, and courage of my companions which would have stirred the heart of every Englishman."

Terrill, R. (1980). ***Mao: A biography.*** New York: Harper & Row.

Terrill's biography of the late Chinese leader is imbued with his familiarity with and respect for Chinese culture. He shows how Mao identified his own suppression as a boy under an unrelenting, dictatorial father with the suppression of the peasants and consequently forged strength and lessons useful in his complex future.

Williams, T. H. (1969). ***Huey Long.*** New York: Knopf.

This is the biography of a Louisiana governor and U.S. Senator and a study of Southern and national politics. Williams maintains that Long in the beginning reached for power in order to do good and that "finally the means and the end became so entwined in his mind that he could not distinguish between them, could not tell whether he wanted power as a method or for its own sake." It is based on nearly 300 interviews, manuscripts, documents, newspapers, periodicals, and secondary sources.

DIVERSITY

ARTICLES

Britton, V., & Elmore, P. B. (1979). **Developing leadership skills in women students.** *NASPA Journal, 16*(3), 10-14.

This study was designed to determine if a leadership and self-development workshop for women could change the participants' attitudes toward leadership and individual issues which are identified with the concerns of women. The workshop differed from traditional leadership training in its emphasis on self-development for women.

Cann, A., & Siegfried, W. D. (1990). **Gender stereotypes and dimensions of effective leader behavior.** *Sex Roles, 23,* 413-419.

This is a report of two studies on the stereotypes of masculine and feminine behavior traits corresponding to leadership traits. Consideration is a leadership trait identified with feminine behavior, whereas initiating structure is identified with masculine behavior. The authors conclude that effective leaders need flexibility to draw from both feminine and masculine traits.

Curcio, J., Morsink, C., & Bridges, S. (1989). **Women as leaders: Moving beyond the stage of powerlessness.** *Educational Horizons, 67*(4), 150-155.

The authors examine historical roots of the powerless-woman stereotype and current inequities in the workplace. Research on thousands of managers at the Center for Creative Leadership from 1978 to 1986 indicates that men and women score similarly on intelligence, behavior, problem solving, and communication skills. The authors conclude that women can move beyond powerlessness to leadership by having credentials, gaining support, and by accepting and valuing self.

Davis, K. E. (1982). **The status of Black leadership: Implications for Black followers in the 1980s.** *Journal of Applied Behavioral Science, 18,* 309-322.

The author discusses the Black-leadership movement of the 1980s. Black leadership is limited by: widespread presence of threats, the issues, and the lack of financial support. Great strides have been made in the Black movement, however; the movement seems to be focusing on economic rights and employment opportunities.

Denmark, F. L. (1977). **Styles of leadership.** *Psychology of Women Quarterly, 2,* 99-113.

The issue of what kinds of leaders emerge in what kinds of groups is examined. The focus of groups is on women—the kinds of women leaders that emerge, the styles of leadership utilized by women in contrast to those utilized by men, and the effects these kinds of leadership have on group behavior. Reasons for the shortage of women in leadership positions are outlined.

Dobbins, G. H., & Platz, S. J. (1986). **Sex differences in leadership: How real are they?** *Academy of Management Review, 11,* 118-127.

Seventeen studies comparing male and female leaders were measured by meta-analysis. Two leadership behaviors—initiating structure and consideration—received equal ratings. Subordinate satisfaction was rated similarly for both male and female leaders. Males received a higher rating for leadership effectiveness in laboratory studies, but no gender difference was indicated in field studies. The authors proposed a moratorium on research in the areas where no gender difference was indicated.

New
Donelan, R. W. (1993). **African and African-American voices on educational leadership: Counter cultural images and narratives.** *International Journal of Educational Reform, 2*(4), 418-424.

To understand African and African-American leadership, one must understand the traditional African concept of leader as both servant and shepherd of the people, and the value of community over individual. Donelan submits excerpts from a century of African and African-American philosophy to illustrate a sense of leadership. He encourages minority participation in education, both in teaching and in content design for historical identity.

Eagly, A. H., & Johnson, B. T. (1990). **Gender and leadership style: A meta-analysis.** *Psychological Bulletin, 108,* 233-256.

Research comparing the leadership styles of women and men is reviewed; 370 organizational studies, laboratory experiments, and assessment studies provide evidence of a presence and absence of differences between the sexes. Comparisons are measured between interpersonal versus task styles and between democratic versus autocratic styles. This quantitative review has established a complex set of findings and the authors recommend further scrutiny.

Eagly, A. H., & Karau, S. J. (1991). **Gender and the emergence of leaders: A meta-analysis.** *Journal of Personality and Social Psychology, 60,* 685-710.

Reviews of 75 research findings on the emergence of male and female leaders in leaderless groups are analyzed. Characteristics analyzed are date of research publication, author gender, age of subjects studied, group size, gender typing of task, social complexity of task, and amount of interaction. The results indicate that males focus on instrumental behaviors and females focus on expressive behaviors. Thus, the tendency is for men to lead and for women to serve as social facilitators.

New

Eagly, A. H., Makhijani, M. G., & Klonsky, B. G. (1992). **Gender and the evaluation of leaders: A meta-analysis.** *Psychological Bulletin, 111*(1), 3-22.

This review of research examines whether women are evaluated less favorably than their male counterparts in leadership roles. Leadership characteristics are held constant, using only gender as a variable. Outcomes indicate a small tendency to devaluate female leaders overall. But in situations of autocratic or nonparticipatory leadership style, women are devalued significantly more than their male counterparts.

Eberspacher, J., & Sisler, G. (1988). **Mentor relationships in academic administration.** *Initiatives, 51*(4), 27-32.

In the study reported here, 259 college administrators responded to a questionnaire about mentoring. Responses of administrators in home economics (female-dominated) were compared with those of the administrators in engineering (male-dominated). The home economists indicated a higher occurrence of previous and present mentor relationships. As graduate students, both groups developed mentor relationships with faculty or administrators who were 17-20 years older. Mentor relationships lasted a mean of nine years, terminated by death, geographical move, or graduation of apprentice.

Ernst, R. J. (1982). **Women in higher education leadership positions—It doesn't happen by accident.** *Journal of the College and University Personnel Association, 33*(2), 19-22.

Most leadership roles in education are filled by men. The author gives suggestions to women to improve their chances of becoming an educational leader and explains how institutions would benefit by having more women on staff.

New

Fateri, N., & Kleiner, B. H. (1992). **The status and sex-role orientation of female managers in corporate America.** *Equal Opportunities International, 11*(2), 14-17.

Discrimination continues to prevent women from progressing to top-management ranks. Those women showing decidedly masculine qualities seem to be more effective in progressing their careers. Yet research indicates that effective managers exhibit both masculine and feminine qualities and that androgynous management styles are rated highly by subordinates.

Gale, L. L. (1988). **Gender and leadership: The implications of small group research.** *Initiatives, 51*(4), 19-26.

Gale reviews research on gender characteristics and leader emergence in small groups to determine why educational leadership is male-dominated. Stereotypic assumptions regarding perceptions and behaviors influence leader emergence. Initiating verbal acts, activity rates, and task proficiency are masculine behaviors which result in leadership emergence. Gale suggests the implications of research for women seeking administrative positions.

New

Hill-Davidson, L. (1987). **Black women's leadership: Challenges and strategies.** *Signs: Journal of Women in Culture and Society, 12*(2), 381-385.

Reflections on the Black Women's Leadership Symposium, held at the University of North Carolina at Chapel Hill in the spring of 1986, are documented. Divergent views of feminism, sexism, racism, class, and relationships among groups in the U.S. and the Third World created a climate of energy and creative thinking. Research questions surfaced at the symposium to launch the systematic exploration of oppression, expanded consciousness, and the eradication of systems of domination.

Hollander, E. P., & Yoder, J. (1980). **Some issues in comparing women and men as leaders.** *Basic and Applied Social Psychology, 1*, 267-280.

Reactions of followers to both male and female leaders were studied. Factors such as the nature of the group task and attitudes of both leaders and followers toward the sexes contributed to the reactions noted. Leadership role, style, and situational characteristics all influence leader behavior. Further studies are needed to examine the behavior of women and men in groups.

Jules, F. (1988). **Native Indian leadership.** *Canadian Journal of Native Education, 15*(3), 3-23.

Jules examines the relevant features of leadership in Native Indian context. A review of the literature and interviews with three Indian leaders reveal dissatisfaction with the quality of education for Indian children. Jules applies a model of Native Indian leadership to educational administration. Native Indian groups have linguistic and geographic differences, but common values and spiritual identity. Knowledge of Indian culture, group decision making, respect for elders, wisdom, integrity, and humility are essential for educational leadership in a Native Indian context.

Komives, S. R. (1991). **Gender differences in the relationship of hall directors' transformational and transactional leadership and achieving styles.** *Journal of College Student Development, 32*, 155-165.

A seven-campus study of hall directors (supervisors) and resident assistants (subordinates) revealed significant gender differences in self-perceptions of leadership and achieving styles. Seventy-four hall directors and 602 resident assistants responded to parallel 70-item questionnaires. Transformational traits measured were charisma, individual consideration, intellectual stimulation, and inspiration. Transactional traits measured were contingent rewards and management by exception.

New

Lyons, D. C. (1989, June). **The growing clout of Black labor leaders.** *Ebony*, pp. 42-48.

As more minorities join the ranks of organized labor, Black leadership ascends to the top positions. The presidents of the National Education Association, National Union of Hospital and Health Care Employees, American Federation of Government Employees, and the National Alliance of Postal and Federal Employees detail their responsibilities. Food, automobile, steel, communication, hotel, garment, transportation, retail, chemical, technical engineering, and sports industries have Black representation at senior levels.

New

Melcher, D., Eichstedt, J. L., Eriksen, S., & Clawson, D. (1992). **Women's participation in local union leadership: The Massachusetts experience.** *Industrial & Labor Relations Review*, *45*(2), 267-280.

A 1989 survey of union leaders indicates that women hold leadership roles proportionate to the female percentage of union membership. But they are overrepresented in marginal roles, such as secretaries, and underrepresented in influential roles, such as presidents. Women chair many committees but rarely serve in the positions of visibility and influence which lead to high-level office or national recognition. Minority women have less representation than White women. Both male and female union leaders agree that increasing women's leadership roles is desirable.

New

Miller, D. I. (1978, January). **Native American women: Leadership images.** *Integrated Education*, *15*, 37-39.

Miller contrasts the role of female leaders played out in Native American culture with that found in the majority culture. She notes that although there are wide differences in Native American societies, certain central value themes typify most Native American people, including cooperation, cohesiveness, concern for others, and "scorn toward egotistical or self-seeking behavior on the part of one as against the group." The difficulties of modern Native American women, who must straddle two cultures and who also have to deal with the distorted images that Whites have of Native Americans, are addressed.

Nance, E. E. (1989). **The Black community and the leadership dilemma.** *Community Education Journal*, *16*(4), 10-11.

In the 1960s and 1970s, Black leadership was focused on civil rights. As a result, the gap between Black and White income levels narrowed, education levels increased, and Blacks succeeded in elective politics. In the late 1980s these trends reversed. Nance recommends a strategy shift toward internal reconstruction of the Black community. Empowering many leaders would unite the complex structure and create a large vision for urban design. Three hundred or more persons together would select key issues, develop goals, and implement physical and social strategic plans.

Noe, R. A. (1988). **Women and mentoring: A review and research agenda.** *Academy of Management Review*, *13*, 65-78.

Mentors provide sponsorship, exposure, counseling, and role clarity. They help protegés develop career plans and increase the probability of success. Women have difficulty establishing mentor relationships due to late entry into the workforce, frequent career interruptions, and the small number of female mentors available in executive positions. Noe suggests future research topics: cross-gender mentors, formal mentoring relationships assigned by organizations, access to information networks, tokenism, power bases, and the sexual perceptions of cross-gender mentoring.

New

Offermann, L. R., & Beil, C. (1992). **Achievement styles of women leaders and their peers: Toward an understanding of women and leadership.** *Psychology of Women Quarterly*, *16*(1), 37-56.

Women's achievement style and leadership outcomes were examined in two studies. In the first study, female college leaders were compared to male college leaders. In the second study, female college leaders were compared to a control sample of undergraduate men and women. The Power Apprehension Scale (PAS), Texas Social Behavior Inventory (TSBI), and Achieving Styles Inventory (ASI) were completed by all participants. Some findings were: female leaders scored high in achievement orientations and lower than male counterparts in power or competitive orientations.

New

Punnett, B. J. (1991). **Language, cultural values and preferred leadership style: A comparison of Anglophones and Francophones in Ottawa.** *Canadian Journal of Behavioral Science*, *23*(2), 241-244.

In a multiculture country, such as Canada, there are multiple similarities and differences between those who speak different languages. A study of 319 Anglophone and 126 Francophone middle managers used the Value Survey Module and the Ohio Leadership Behavior Description Questionnaire. Results suggest that organizational influence has a greater impact on cultural values than does language difference.

New

Radin, B. A. (1980). **Leadership training for women in state and local government.** *Public Personnel Management, 9,* 52-60.

Fifty-five women in public administration responded to a survey and/or interviews to identify skills that would help their upward mobility and job effectiveness, detail on-the-job problems, describe training opportunities available to them, and describe the ideal training/development program.

Reed, B. G. (1983). **Women leaders in small groups: Social-psychological perspectives and strategies.** *Social Work with Groups, 6*(3-4), 35-42.

This article reviews research and theories concerning female leaders of small groups and identifies ways that female leaders can minimize negative reactions to their leadership and take advantage of opportunities to promote growth, learning, and new knowledge. Research shows that the gender of a group's leader clearly affects the group and that male and female group leaders behave similarly, but females are often perceived and reacted to differently (usually more negatively).

New

Richter, L. K. (1990). **Exploring theories of female leadership in South and Southeast Asia.** *Pacific Affairs, 63*(4), 524-540.

This paper explores the historical, contextual, and environmental parameters of leadership among highly placed elected and appointed female Asian officials. Key variables include ideology of patriarchy, social class, and martyrdom. Richter posits that Asian women rise to power through family connections rather than through Western-style influences, such as education, public policy, and public support.

Rosener, J. (1990). **Ways women lead.** *Harvard Business Review, 68*(6), 119-125.

Rosener conducted a survey of International Women's Forum members and organizational male counterparts. Respondents were asked questions about their leadership styles, their organizations, work-family issues, and personal characteristics. Survey results indicated that women in leadership positions earn the same amount of money as male counterparts. Women tend to use a transformational leadership style and men tend to use a transactional style. Women tend to use personal power based on charisma, work record, and contacts. Men tend to use structural power based on organizational position, title, and the ability to reward and punish.

Santellanes, D. (1989). **Leadership in the Hispanic community: The importance of context.** *Community Education Journal, 16*(4), 12-13.

Community educators succeed in direct relation to their training. This article suggests a new training design for Hispanic-community educators, one which is sensitive to social, economic, and cultural factors. Conceptual skills would familiarize educators with Hispanic values, cultural mores, and the extended-family support system. Technical skills would include unobtrusive needs assessments. Human skills would stress the importance of verbal communication, particularly listening.

Singer, M. (1990). **Cognitive correlates of adolescents' aspirations to leadership: A developmental study.** *Journal of Adolescence, 13,* 143-155.

This study of 52 14-year-old and 78 17-year-old high school students measures age and gender differences in leadership aspirations. The subjects completed a questionnaire measuring overall leadership aspirations, 13 valence-instrumentality expectancies for 13 leadership outcomes, self-efficacy perceptions, and attributions of effective leadership. The results indicated significant gender differences in valence scores and significant age differences in self-efficacy and attribution measures.

Smith, J. E. (1987, Summer). **INROADS: Preparing minorities for corporate America.** *Journal of College Admissions, 116,* 26-31.

This article describes the INROADS program which was set up to develop talented minority students in the ways of business and industry and to prepare them for leadership roles in the corporate world and in their communities. It discusses various levels of the program: pre-college, college, and alumni and includes an evaluation of the program by alumni.

Stupak, R. J., Sargent, A. G., & Stupak, V. C. (1987). **The androgynous manager.** *New Management, 4*(4), 15-18.

The authors cite five events that have challenged and created new attitudes in business: booming service economy, more women in the workforce, need for new forms of leadership, concept of organization families, and new attitudes in management as expressed in Tom Peters' *In Search of Excellence* (1982). Feminine characteristics (concern for relationships, paying attention to nonverbal behavior, and mediating skills) give rise to the authors' concept of the androgynous manager.

Von Glinow, M. A., & Mercer, A. K. (1988). **Women in corporate America: A caste of thousands.** *New Management, 6*(1), 36-41.

In terms of median school years completed, men and women reached parity in 1985. More women have entered professional fields in business, law, and medicine than ever before. Yet, despite educational and vocational achievements, their earnings have not kept pace with men. The authors compare the Fortune 500 (1986) study with the Jane Trahey (1976) study (Women and Power), and discover the percentages of women on boards of directors and officership have not significantly changed in the last decade. The article raises questions about how women are perceived by management and identifies issues relevant to both women and management.

New

Wilson, R. (1988). **Developing leadership: Blacks in graduate and professional school.** *Journal of Black Studies, 19*(2), 163-173.

There is a decline in Black enrollment in graduate and professional programs, both at predominantly Black and at predominantly White universities. Is this reflective of overall reductions in these programs or is it reflective of a decline in Civil Rights incentives and funding? Wilson examines demographics, job forecasts, entrance testing, and other factors which serve as the barometer of progress or retrogression in Black leadership development.

New

Wilson, R. (1989). **Women of color in academic administration: Trends, progress, and barriers.** *Sex Roles, 21*(1 & 2), 85-97.

Only 38 Black, Hispanic, Native American, and Asian women serve as college presidents. This represents 1.3 percent of all college presidents. Wilson examines the role that gender and ethnicity play in women's attainment of top academic positions. "It is ironic that the two institutions most identified with preserving the nation's ethical mores and democratic philosophical values—the church and the university—are the two institutions most resistant to diversity and democracy in their practices and their leadership."

BOOKS

(1990). ***Women in corporate management: Results of a Catalyst survey.*** New York: Catalyst.

This report contains highlights of a 1989-1990 survey of CEOs and human resource directors of Fortune 500 and Service 500 companies. It examines the current status of women in the pipeline to senior-management positions, qualities that women need to succeed, and existing corporate programs to recruit, retain, develop, and advance women. The concept of a glass ceiling is demystified by identifying barriers such as stereotyping, lack of line experience, and lack of career planning. Actions suggested to break barriers include training and development, line experience, and senior-management support.

Adams, J., & Yoder, J. D. (1985). ***Effective leadership for women and men.*** Norwood, NJ: Ablex.

Adams and Yoder provide information they hope will help the military and other organizations better utilize leadership talents of women. They provide a review of leadership theories and then discuss findings from "Project Athena," a comparative study of male and female leaders at West Point.

New

Albrecht, L., & Brewer, R. M. (Eds.). (1990). ***Bridges of power: Women's multicultural alliances.*** Philadelphia: New Society Publishers.

Growing out of a conference held in 1988 by the National Women's Studies Association, this book reflects the many perspectives of the diverse conference participants on ways to enhance women's power and leadership through alliances and coalitions. Representative chapter titles include, "American Indian Women: Diverse Leadership for Social Change"; "African-American Women Leaders and the Politics of Alliance Work"; "Conflict and Cooperation among Women in the Welfare Rights Movement"; and "Feminist Alliances: A View from Peru."

Astin, H. S., & Leland, C. (1991). ***Women of influence, women of vision: A cross-generational study of leaders and social change.*** San Francisco: Jossey-Bass.

Astin and Leland profile 77 women in education who provided leadership in the modern women's movement of the 1960s through the 1980s. This book documents key experiences, formative influences, role models, perspectives, and accomplishments of the women who initiated and sustained a major social movement. The intent of this book is to provide a conceptual model for future studies of leadership and social change. Practical strategies are offered for emerging leaders to overcome discouragement, avoid burnout, and find time for personal lives.

Barber, J. D., & Kellerman, B. (Eds.). (1986). ***Women leaders in American politics.*** Englewood Cliffs, NJ: Prentice-Hall.

This book illustrates the roots and contemporary emergence of women from outsiders to insiders in the political system. Examples of women who led themselves and others to influence and achievement are cited through key passages of their own writings and essays of political context. Abigail Adams, Harriet Beecher Stowe, Margaret Chase Smith, Eleanor Roosevelt, Sandra Day O'Connor, and Elizabeth Dole are among the women featured.

New

Barrentine, P. (Ed.). (1993). ***When the canary stops singing: Women's perspectives on transforming business.*** San Francisco: Berrett-Koehler.

Early in the century, miners would send a canary below ground to test the environment. When the canary stopped singing, the miners knew the air was toxic. Barrentine suggests that, as the canaries were to the miners, women are harbingers of needed transformation in today's business environment. Fifteen women entrepreneurs, executives, and consultants contribute essays about the need for more humane and nurturing workplaces. They recommend a harmony between men and women to achieve a full and productive work environment that benefits everyone.

New

Bookman, A., & Morgen, S. (Eds.). (1988). ***Women and the politics of empowerment.*** Philadelphia: Temple University Press.

The editors who compiled this volume are both scholars and activists, as are most of the authors of the 14 chapters. Their efforts span a broad spectrum of activist political thought and academic methodology. Many of the chapters deal with women's grassroots political/social action. Some chapters relevant to leadership are, "Building in Many Places: Multiple Commitments and Ideologies in Black Women's Community Work," "Gender and Grassroots Leadership," and "The Politics of Race and Gender: Organizing Chicana Cannery Workers in Northern California."

New

Elashmawi, F., & Harris, P. R. (1993). ***Multicultural management: New skills for global success.*** Houston: Gulf.

As part of a series on managing cultural differences, this book serves as an orientation to American, Japanese, and Arab business cultures. Space and time, introductions, telephone calls, presentations, training, and group composition are perceived differently in each culture. Appropriate communication is illustrated by situations in a domestic work environment compared to situations in an integrated marketplace. Quizzes throughout each chapter test the reader's understanding of strategies and skills.

New

Fagenson, E. A. (1993). ***Women in management: Trends, issues, and challenges in managerial diversity.*** Newbury Park, CA: Sage.

Fagenson traces women managers' experiences using an interdisciplinary analysis. The book begins with an examination of historical and global perspectives. The issues of ethnicity, health, and family responsibilities are addressed. It concludes with a look at future trends in job discrimination and the restructuring of organizations from a feminist perspective.

Fawcette Center for Tomorrow (1990). ***Summary proceedings: The fifth biennial W. Arthur Cullman Symposium: Women in leadership: Dawn of a new decade.*** Columbus, OH: Fawcette Center for Tomorrow.

The W. Arthur Cullman Biennial Symposium was created in 1980 to interface academia with the business world. In 1990, the focus of this symposium was on women in leadership. Men and women speakers representing education, law, insurance, nonprofit organizations, banking, and communications discussed the road less traveled, dual-career couples, and styles of leadership. Estee Lauder was recognized for her achievements in the cosmetic industry and her commitment to education.

Forisha, B. L., & Goldman, B. H. (1981). ***Outsiders on the inside: Women and organizations.*** Englewood Cliffs, NJ: Prentice-Hall.

In this collection of essays, the unique and complex aspects of women in the workplace are viewed from a sociological and psychological perspective. The text is organized according to four thematic sections: "The Setting: Are Women Different from Men"; "Reflections of Power: Utilizing the Difference"; "Search for Support: Surviving in the Workplace"; and, "Integrating Work and Love: Women, Work, and Relationships." Barbara Goldman, Rosabeth Moss Kanter, Helen Graves, Mary Rowe, and Marilynn Rosenthal are among the book's contributors.

New

Gardenswartz, L., & Rowe, A. (1993). ***Managing diversity: A complete desk reference and planning guide.*** San Diego, CA: Pfeiffer & Company.

By the turn of the century, 70 percent of new entrants to the workforce will be women and minorities. Diverse cultures within organizations will require that leaders learn to: communicate cross-culturally, conduct diversity audits, build teams, plan meetings, and create corporate cultures that embrace diversity. Work sheets and activities support the text for implementation of techniques suggested throughout the book.

New

Haslett, B. J., Geis, F. L., & Carter, M. R. (1992). ***The organizational woman: Power and paradox.*** Norwood, NJ: Ablex Publishing.

Opportunities are increasing for women to enter managerial positions but their advancement and their salaries are not keeping pace with the potential. Factors which affect the success and status of women within organizations are analyzed. Readers are encouraged to identify barriers and practice power-building behaviors and communication skills. Case studies illustrate the issues and the suggested methods for resolution of problems and professional growth.

Helgesen, S. (1990). ***The female advantage: Women's ways of leadership.*** New York: Doubleday/Currency.

This book is not about what women can learn from business but what business can learn from women. Contemporary organizations are eliminating pyramids and trimming bureaucratic structures at the same time that women are increasingly pressed into the workforce for economic reasons. Women constitute 45 percent of the total workforce. Eighty percent of female college graduates work. One-third of all new businesses are started by women. Helgesen reports on her diary studies of female executives in four organizations: Girl Scouts of U.S.A., Western

Industrial Contractors, Ford Motor Co., and Brunson Communications.

Hoferek, M. J. (1986). ***Going forth: Woman's leadership issues for women in higher education and physical education.*** Princeton, NJ: Princeton Book Co.

The concern of this work is the issue of women and their potential for effective leadership, especially in the field of higher education. The author attempts to provide workable strategies to reach their potential within college communities. Hoferek seeks to answer important questions on the leadership process for women: "How do social and cultural expectations shape the roles that women take in academia?" "How can women leap over the obstacles and hurdles into the realms of academic leadership?" Within this brief study the author has compiled convincing data and research to help women chart successful career paths toward rewarding positions of leadership in their chosen fields of higher education.

Jensen, M. (1987). ***Women who want to be boss.*** Garden City, NY: Doubleday and Co.

The author explores the traits of women who have attained success as executives. The unwritten rules of moving up in the organization are well defined. The important skill of developing allies and promoters on the job is also emphasized. Helpful ways to develop a management style which is genuine yet convincing are offered in the profiles of the women interviewed. Issues that drive successful managers are adapted to the unique approach women may find they bring to handling their power and position in business situations. Most of the information presented is distilled through interviews with women working at various levels of management, from the entry-level manager to company president.

Josefowitz, N. (1980). ***Paths to power: A woman's guide from first job to top executive.*** Reading, MA: Addison-Wesley.

This is a self-help guide for women managers that provides a multitude of practical suggestions on how to get ahead in the male-dominated business world. Josefowitz offers a variety of personal insights on how women can help themselves and other members of their sex at various stages of the career cycle.

Kanter, R. M. (1977). ***Men and women of the corporation.*** New York: Basic Books.

Through a detailed tour of a firm called "Industrial Supply Corporation," Kanter demonstrates how the careers and self-images of the managers, professionals, and executives, and also those of the secretaries, wives of managers, and the women looking for a way up, are determined by the distribution and exercise of power. Her theory of the effects of power and powerlessness within corporate structures explains why people behave as they do at work.

King, M. L., Jr. (1964). ***Why we can't wait.*** New York: Harper & Row.

An inside account of the nonviolent movement for Civil Rights which achieved its greatest victory to date with the demonstration in Birmingham in the summer of 1963. Rejecting both planned gradualism and unplanned spontaneity, King here reveals himself as a master-strategist in conducting Civil Rights demonstrations.

Kokopeli, B., & Lakey, G. (1978). ***Leadership for change: Toward a feminist model.*** Philadelphia: New Society.

This small book (32 pages) talks about the differences between developing leaders and developing leadership. Starting with the perspective that most leadership has been "patriarchal" with the final responsibility vested in one person, the authors develop the thesis that a different kind of leadership is both possible and desirable. This new mode is called *shared leadership*, and the emphasis is on distributing the function of leadership throughout the group rather than relying on a single person as leader. Included are a model of shared leadership and a brief chapter on tactics for achieving it.

Leavitt, J. (1988). ***Women in administration: An information sourcebook.*** Phoenix, AZ: Oryx Press.

This expanded annotated bibliography covers the field. The author has arranged this listing into topics which span the broad range of concerns for women in leadership. Among the topics included are: "Progress and Status of Women in Management"; "Mentors and Networking"; "Management Training for Women"; "Profiles of Women Managers"; "Career and Family"; "Women Bosses"; "Women as Directors"; "Obstacles"; "Comparisons of Men and Women Managers"; "Women Managers in Various Fields"; "Women Business Owners"; and "Women Entrepreneurs." Author, title, and subject indices provide access to the sources listed. Additional sources of information listed include associations and directories.

New

Leavitt, J. A. (1985). ***American women managers and administrators: A selective biographical dictionary of twentieth-century leaders in business, education and government.*** Westport, CT: Greenwood Press.

While many women are still striving to reach top-management ranks and equal pay, this collection of biographical sketches informs the reader of 226 women who have achieved positions of leadership. Family, education, and career information is provided, highlighting honors and "firsts." Bibliographical references about and by the subjects follow each entry. This book is intended to create visibility for these role models as an inspiration for some and an indication of their authority for all.

LeVeness, F. P., & Sweeney, J. P. (Eds.). (1987). ***Women leaders in contemporary U.S. politics.*** Boulder, CO: Lynne Rienner.

Based on personal interviews, this book is a collection of biographical sketches of nine women who have achieved success in politics. It focuses on their career paths, their unique areas of involvement, and their positions on women's issues. Shared character traits are identified as supportive families, strong values, religious upbringing, and educational achievements. Among the women studied are Shirley Chisolm, Dianne Feinstein, Geraldine Ferraro, and Sandra Day O'Connor.

Lipman-Blumen, J. (1984). ***Gender roles and power.*** Englewood Cliffs, NJ: Prentice-Hall.

Lipman-Blumen, well known for her research on women, is especially concerned in her book with the etiology of gender differences. The early part of the book examines how ideologies maintain gender inequality, while the latter portion evaluates women's progress from the perspective of our social institutions. A section is devoted to the gender ideologies of ancient civilizations as reflected in mythological and biblical transmissions.

Loden, M. (1985). ***Feminine leadership: Or how to succeed in business without being one of the boys.*** New York: Times Books.

The concept of feminine leadership is based on experiences and frustrations of hundreds of thousands of female managers. Use of power, managing work relationships, problem solving, conflict management, motivation of employees, goal setting, decision making, and teamwork are identified as key managerial functions. Traditional masculine style is exhibited by control, competition, assertive behavior, and strategic thinking. Natural feminine skills are exhibited by intuitive problem-solving, empathetic relationships, teamwork, and concern for quality. Loden suggests that masculine and feminine leadership styles complement each other.

Melia, J. (1986). ***Breaking into the boardroom: When talent and hard work aren't enough.*** New York: G. P. Putnam's Sons.

Women may outproduce men in quantity and quality of work but be overlooked for recognition, promotion, and compensation. Melia contends that women need to understand men's values, perceptions, team play, and political skills to succeed in business. Communication, confrontation, loyalty, bartering, and risk are perceived differently by each sex. Melia recommends that women maintain feminine values but communicate in the traditionally masculine code.

New

Morrison, A. M. (1992). ***The new leaders: Guidelines on leadership diversity in America.*** San Francisco: Jossey-Bass.

How can companies adopt diversification as a powerful competitive strategy? Morrison, lead author of *Breaking the Glass Ceiling*, shares her findings after probing 16 private and public organizations to identify practices that obstruct or encourage the advancement of White women and people of color into executive ranks. By adopting a leadership-diversity strategy, procedures, and actions, companies can reach broader markets, improve employee satisfaction, and increase productivity. Keys to making diversity work are rotational assignments, mentoring programs, and internal networks which develop careers of high-potential managers. Morrison also offers specific guidance via a five-step diversity plan to help companies assess diversity needs, design programs, and measure results.

New

Morrison, A. M., White, R. P., Van Velsor, E., & the Center for Creative Leadership (1992). ***Breaking the glass ceiling: Can women reach the top of America's largest corporations?*** Updated ed. New York: Addison-Wesley.

Since 1987, when the first edition of this book was published, the term *glass ceiling* has become a symbol of inequality for women, and recently for people of color. In this updated edition, much of the original text is kept intact. New research, based on interviews of 100 executives, provides a look at progress over five years and implications for further strides. A new chapter describes techniques organizations are using to remove barriers that prevent women and other nontraditional managers from advancing.

Morrison, M. K. C. (1987). ***Black political mobilization, leadership power and mass behavior.*** Albany, NY: State University of New York Press.

The term *Black political mobilization* describes the political victories of Black Americans in the South. The author returned to Mississippi to examine the many advances in Black electoral involvement in the years after the passage of the Voting Rights Act of 1965. The book focuses on three rural Mississippi towns. The towns are agriculture-based and poor, with populations around 2,000 and significant Afro-American voting majorities. Influenced by the Civil Rights era of the 1960s, they have elected Black mayors since the early 1970s. An excellent example of minority electoral politics, this region has become a rich environment for a new class of Black leaders.

Powell, G. N. (1988). ***Women & men in management.*** Newbury, CA: Sage.

This is an examination of the transition in male/female work relationships. Chapter 1 gives a historical perspective on the economic roles of men and women. Chapter 2 studies the individual differences in the behavior of men and women at work and what may be the origins of these differences. Chapter 3 investigates how individuals and organizations establish employment relationships. Chapters 4 and 5 look at the effects of gender stereotypes on male and female work relationships, including the manager-subordinate relationship. Final chapters deal with the career paths typically chosen by men and women, and the issue of equal opportunity for women.

Rizzo, A., & Mendez, C. (1990). ***The integration of women in the workplace: A guide for human resources and management development specialists.*** New York: Quorum Books.

Do gender-based differences exist in the workplace? Rizzo and Mendez examine how stereotypes have historically caused the underutilization and devaluation of women in the workplace. Case studies present a new perspective of women emerging as a rapidly growing segment of the professional and managerial population. This practical handbook offers strategies for human resource and management-development specialists to find, hire, and keep talented women. Workshops, tools, and strategies outline a model for organizational integration.

Russell Reynolds Associates (1990). ***Men, women, and leadership: In the American corporation.*** New York: Russell Reynolds Associates.

This book reports on a study of 164 male and female executives of Fortune 500 companies. To assess leader/manager orientation, the *Burke Leadership Questionnaire* was imbedded in the survey along with questions regarding demographics, corporate culture, and access to advancement opportunities. Contrary to expectations, the study revealed that women in both line and staff positions were more likely to be leader-style executives than their male counterparts.

New

Simons, G. F., Vasquez, C., & Harris, P. R. (1993). ***Transcultural leadership: Empowering the diverse workforce.*** Houston: Gulf Publishing.

"In the new global and domestic workplace we are all immigrants, experiencing culture shock on a daily basis." Ethnic and gender diversity is a growing phenomenon which affects everyday activities, such as conversations, meetings, decision making, training, and resolving disputes. The authors promote a positive attitude toward dealing with diversity through listening to verbal and nonverbal messages, encouraging feedback, relieving stress and prejudice, and managing by values. Achieving acculturation can stimulate high performance and enhanced quality of life at work.

New

Van Nostrand, C. H. (1993). ***Gender-responsible leadership: Detecting bias, implementing interventions.*** Newbury Park, CA: Sage.

In spite of recent efforts to eradicate sexism in the workplace, other biases against women, both subtle and not so subtle, still persist. Using examples from personal experience, dialogues with and observations of other professionals, as well as more formal research methods, Van Nostrand endeavors to make readers more aware of these biases and then offers specific intervention techniques that can be used to help eliminate them.

Van Velsor, E., & Hughes, M. W. (1990). ***Gender differences in the development of managers: How women managers learn from experience.*** Greensboro, NC: Center for Creative Leadership.

Based on studies of 189 male and 78 female managers, this report investigates gender differences in experiential learning. Experiences are categorized into 16 key events, such as assignments, hardships, and dealing with people. From these events, 33 lessons are identified. Compared to men, women more frequently reported learning about their own personal limits and how to recognize and seize opportunities. Men more frequently reported learning technical skills and shouldering responsibility. Men reported more experience with turnaround and start-up assignments.

Vega, J. E. (1987). ***Hispanic leadership training project: Final report.*** Trenton, NJ: New Jersey State Department of Higher Education. (ERIC Document Reproduction Service No. ED 298841).

The Hispanic Leadership Fellows Program was a three-year program supported by the Fund for the Improvement of Postsecondary Education; it sought to identify Hispanic college faculty and professionals who demonstrated the desire and potential to move into middle and top administrative positions in higher education. This article gives a thorough review of the program and also includes: the program handbook; a profile of Hispanic leadership fellows 1983-86; and Leadership Fellows Directory for 1983-84, 1984-85, and 1985-86.

Welch, M. (1980). ***Networking: The great new way for women to get ahead.*** San Diego, CA: Harcourt-Brace Jovanovich.

The author describes a way for ambitious women to develop their own networks on a local or national scale.

New

White, B., Cox, C., & Cooper, C. (1992). ***Women's career development: A study of high flyers.*** Cambridge, MA: Blackwell.

An in-depth study of 48 women executives and entrepreneurs in journalism, banking, law, accounting, manufacturing, and marketing provides insight into women's career development. Data on childhood, education, personality, motivation, work history, family history, and power is measured against a career development model to determine career success. Career success is defined as "both being able to live out the subjective and personal values one really believes in and to make a contribution to the world of work."

ORGANIZATIONS

ARTICLES

New

Beatty, C. A., & Lee, G. L. (1992). **Leadership among middle managers—An exploration in the context of technological change.** *Human Relations, 45*(9), 957-989.

Based on studies of three companies implementing CAD-CAM, computer-aided design and manufacturing systems, a model is offered for leadership during technical change. Linking market pressure to types of strategy for change provides a picture of the social dynamics of technological change. Exercising leadership skills of pathfinding, people problem-solving, and technical problem-solving is effective in overcoming barriers to change.

Bryson, J., & Kelley, G. (1978). **A political perspective on leadership emergence, stability, and change in organizational networks.** *Academy of Management Review, 3,* 713-723.

A political approach to leadership in organizational networks is presented. From a review primarily of the political-science and public-administration literatures, a theoretical perspective is developed suggesting individual, procedural, structural, and environmental variables affecting leadership emergence, stability, and change. A list of hypotheses describes much of the political dynamics of organizational leadership.

Dreilinger, C., McElheny, R., Robinson, B., & Rice, D. (1982). **Beyond the myth of leadership-style training: Planned organizational change.** *Training and Development Journal, 36*(10), 70-74.

Assessment studies at the U.S. Department of Agriculture and the U.S. Commercial Service indicate that "organizational practices have a more profound impact on employee productivity than does any other factor." The authors suggest that a comprehensive organizational, managerial, and technical/professional needs assessment of skills and knowledge would imply that leadership-style training is a small portion of the skill-training necessary for high productivity.

New

Gibbons, P. T. (1992). **Impacts of organizational evolution on leadership roles and behaviors.** *Human Relations 45*(1), 1-18.

Are firms the masters of their own destinies by strategic choice or does environment determine leadership decision making and behavior? Gibbons offers a contingency theory which incorporates environmental and task-design forms of leadership. He suggests the underlying managerial approach should move from a control to an involvement paradigm.

New

Johnson, A. L., & Luthans, F. (1990). **The relationship between leadership and management: An empirical assessment.** *Journal of Managerial Issues, 2*(1), 13-25.

In two studies, 166 managers and 522 subordinates in finance, manufacturing, retail, service, and the public sector responded to a leadership-behavior scale and a standardized questionnaire on outcome variables. Results indicated that additional information about managerial activities increased the relevance of outcome variables such as performance, satisfaction, and commitment.

Lantis, M. (1987). **Two important roles in organizations and communities.** *Human Organization, 46,* 189-199.

The author discusses the anthropologist's role in providing research in the area of the relation between leader and follower. The author argues that the literature has come primarily from social psychology, applied psychology, and political science. She feels the anthropologist can make an important contribution in this area and that the time has come for anthropologists "to delve further into this subject." She identifies the usefulness of this research as it relates to contemporary organizations and community programs.

Lippitt, G. (1983). **Leadership: A performing art in a complex society.** *Training and Development Journal, 37*(3), 72.

This is a brief article dealing with complexities for the modern leader. The author contends that different leaders and different kinds of leadership may be needed periodically throughout an organization's lifespan. He chooses four methods that can be applied in directing activities of humans: force, paternalism, bargain, and mutual means.

Manz, C. C. (1986). **Self-leadership: Toward an expanded theory of self-influence processes in organizations.** *Academy of Management Review, 11*, 585-600.

Manz offers the premise that the central control mechanisms within organizations are self-control systems. He outlines strategies commonly used by individuals to manage both boring tasks and intrinsically satisfying tasks. Strategies for self-leadership practice are given.

Mueller, R. K. (1980). **Leading-edge leadership.** *Human Systems Management, 1*, 17-27.

With society changing at such a fast pace, leaders must be able to adapt quickly to new-form situations. Attributes of freer-form organizations are discussed. A framework is suggested for maintaining organizational management and providing guidance for leaders of the future.

New

Norris, W. R., & Vecchio, R. P. (1992). **Situational leadership theory: A replication.** *Group & Organizational Management 17*(3), 331-342.

Recent research studies on Hersey and Blanchard's situational leadership theory have attempted to measure optimal supervision and follower maturity. Norris and Vecchio studied 91 nurses and their supervisors in a three-way interaction involving structuring, consideration, and maturity. Low-maturity followers required high task-supervision and low relationship-supervision. High-maturity followers required low task- and low relationship-supervision.

Senge, P. M. (1990). **The leader's new work: Building learning organizations.** *Sloan Management Review, 32*(1), 7-23.

Adaptive learning is about coping and generative learning is about creating. Leadership in learning organizations encourages generative learning. Leaders build shared vision, challenge prevailing mental modes, and foster systemic thinking. Managers can practice these skills in a learning laboratory or "microworld." Meaningful business issues and interpersonal dynamics are combined in system-dynamics simulation games that compress time and space.

Smircich, L., & Morgan, G. (1982). **Leadership: The management of meaning.** *Journal of Applied Behavioral Science, 18*, 257-273.

This paper focuses on understanding the phenomenon of leadership, not to improve its practice but as a means of understanding the phenomenon of organization. The authors' approach is to analyze leadership as a distinctive kind of social practice, present a case study of leadership in an organizational context, and analyze its consequences.

Thomas, A. B. (1988). **Does leadership make a difference to organizational performance?** *Administrative Science Quarterly, 33*, 388-400.

With this article it is the author's aim to "resolve the leadership performance issue." Through a review of the main methodological criticisms directed at Liberson and O'Connor's (1972) major study on leadership and organizational performance, Thomas argues that "their implications for leadership performance issues have largely been misstated and some criticisms are unfounded." Further he asserts, "Contrary to general opinion Liberson and O'Connor's study provides definite support for the individualist view of leadership," and that "its findings are wholly consistent with those of later studies that appear to have fielded opposite results."

New

Trice, H. M., & Beyer, J. M. (1991). **Cultural leadership in organizations.** *Organization Science, 2*(2), 149-169.

Leadership affects organizational culture by innovating or by maintaining the status quo. The authors discuss a typology that distinguishes the different kinds of leadership by the consequences produced. Nine elements of cultural leadership, derived from concepts of charisma, are linked to innovation or maintenance consequences. Changing organizational needs determine the varying needs for specific types of leaders.

New

Vicere, A. A. (1992). **The strategic leadership imperative for executive development.** *Human Resource Planning, 15*(1), 15-31.

The strategic leadership model indicates an organizational time/life cycle from emergence, growth, and maturity to decline and decay. Organizations move through stages of innovation and creativity, organizing structure, opportunity and growth, control and adaptation to survive competition. Some organizations reach a crisis stage of reaction which usually leads to bureaucracy. The model depicts the challenges of dealing with the aftermath of an organization's growth and success.

BOOKS

Berkley, G. E. (1971). ***The administrative revolution: Notes on the passing of organizational man.*** Englewood Cliffs, NJ: Prentice-Hall.

The emphasis of this book is on social and organizational change. Berkley feels that the "system" is adjusting to new situations and new values reasonably well. Organizations and bureaucracies, public and private, here and abroad, "are finding themselves more and more in step with the social forces of their time and are becoming more and more disposed to making their procedures and goals consistent with those of the community in which they exist."

Blau, P. M. (1964). ***Exchange and power in social life.*** New York: Wiley.

Blau presents an argument which analyzes the social processes that govern the relations between individuals and groups and their importance for understanding the complex social structures of modern communities and societies. The author attempts to link the study of small groups and broad theories of society by deriving the social processes found in complex structures from simpler processes in small groups and interpersonal relationships.

Bolman, L. G., & Deal, T. E. (1991). ***Reframing organizations: Artistry, choice and leadership.*** San Francisco: Jossey-Bass.

The authors of *Modern Approaches to Understanding and Managing Organizations* have written a new book teaching "enriched" managerial thinking. From the large and complex body of research and theory on management and leadership, they present a simple outline of reframing. Using multiple lenses (structural, human resource, political, and symbolic), a manager can see new possibilities. Examples are drawn from various countries and cultures.

Carroll, S. J., & Tosi, H. L. (1977). ***Organizational behavior.*** Chicago: St. Clair Press.

This book is about the human problems of management. It focuses on people and organizations, and the many ways these interact to result in varying levels of organizational effectiveness. It is prescriptive in that it suggests what the authors think is the best way to manage different kinds of people in different kinds of organizations.

Connor, P. E., & Lake, L. K. (1988). ***Managing organizational change.*** New York: Praeger.

The authors have written this book to help us understand change management. Throughout its ten chapters, the results of extensive research are presented. The book describes how organizational change, though destabilizing and somewhat scary, can be managed with positive outcome. The first chapters discuss how the need for change is usually recognized by foresight of events or by reaction to surprises. Later chapters illustrate how to proceed with organizational change and how to navigate change effectively. The final chapters discuss the ethical issues involved in organizational change. A selected bibliography and list of tables, figures, and questionnaires, plus an index to the text, are included.

Dimock, H. G. (1986). ***Groups: Leadership & group development.*** San Diego, CA: University Associates.

This is an in-depth analysis of groups and how and why they function as they do. It is a resource guide to: evaluating what's happening in a group; understanding the dynamics at work, assessing the weaknesses and strengths of alternative actions; and increasing effectiveness of groups and providing more growth and satisfaction for individual group members.

Frost, P. J., Mitchell, V. F., & Nord, W. R. (1986). ***Organizational reality—reports from the firing line.*** 3rd ed. Glenview, IL: Scott, Foresman.

This is an anthology of articles on current management and what people perceive to be the reality of organizations: staffing, making it, images, being different, alignments and realignments, compulsion to perform, control and resistance, humor, hazards, courage, leadership, rises and falls, and organizational effectiveness.

Guest, R. H., Hersey, P., & Blanchard, K. (1986). ***Organizational change through effective leadership.*** 2nd ed. Englewood Cliffs, NJ: Prentice-Hall.

This book deals with how managers cope with the inevitable barrage of changes that confront them daily in attempting to keep their organizations viable and current. Using a real-life plant as a case study, this book follows the plant from disintegration through rebuilding.

New

Handy, C. B. (1993). ***Understanding organizations.*** New York: Oxford University Press.

"Forty percent of the names of Fortune 500 companies in 1985 are no longer there—they have died or merged." Those who would survive must understand the fundamentals of human behavior in organizations. Handy puts theories into context and demonstrates how variables affect each other. Managers must rely on their intuition and judgment to apply the appropriate theory to the situation at hand.

Hellriegel, D., & Slocum, J. W., Jr. (1979). ***Organizational behavior.*** St. Paul, MN: West Publishing.

An in-depth examination of organizational behavior should be required by all who teach or facilitate leadership development. This book provides a solid base from which the understanding of organization can arise. This is a good resource book for staff, yet its lengthy nature limits its use beyond that group.

New

Hersey, P., & Blanchard, K. H. (1993). ***Management of organizational behavior.*** 6th ed. Englewood Cliffs, NJ: Prentice-Hall.

This book about organizational behavior provides a fundamental study of the applied behavioral sciences. This edition builds on the situational leadership thrust of earlier editions, and integrates this with concepts of motivation and behavior, communicating, and group dynamics. The authors seek to help managers cultivate effective organizations by helping them understand why people act as they do; by improving their accuracy in understanding, analyzing, and improving their own and others' behavior; and by making use of their ideas in social, family, and work environments.

Kanter, R. M. (1983). ***The change masters: Innovation for productivity in the American corporation.*** New York: Simon & Schuster.

This is a thorough and scholarly, but readable, book on the way organizational cultures affect innovation.

New

Kanter, R. M., Stein, B. A., & Jick, T. D. (1992). ***The challenge of organizational change: How companies experience it and leaders guide it.*** New York: Free Press.

The "big three" model of organizational change interconnects internal and external forces that set change into motion (environment, life cycle, and political dimensions) with new forms of identity and new management roles. Growth, downsizing, technological advancements, and competition create dramatic changes. Changes at IBM, GM, GE, Motorola, Sears, BancOne, Apple, and other world-class organizations, are analyzed to illustrate motion, form, and role.

Kolb, D. A., Rubin, I. M., & McIntyre, J. M. (1984). ***Organizational psychology: An experiential approach to organizational behavior.*** 4th ed. Englewood Cliffs, NJ: Prentice-Hall.

This book is intended as a source of primary material in organizational psychology for the student of management at all three levels—undergraduate, graduate, and in-service. A representative collection of the works of those who have contributed to our understanding of human behavior in groups and organizations, the book tries to portray a balanced view of the field of organizational psychology, including basic ideas and concepts, new approaches, and emerging perspectives.

Kraus, W. A. (1980). ***Collaboration in organizations: Alternatives to hierarchy.*** New York: Human Sciences.

Kraus advances a series of normative arguments for transforming our organizational structures from competitive/hierarchical bureaucracies into cooperative/horizontal types.

Mitchell, T. R. (1982). ***People in organizations: An introduction to organizational behavior.*** New York: McGraw-Hill.

This book focuses mainly on the individual-level and group-level of analysis, and frequently and consistently reminds the reader of the impact of environment on behavior. The author states that he intends to provide a survey of the field of organizational behavior that reflects current research and that does so in a highly readable fashion.

Natemeyer, W. E. (1978). ***Classics of organizational behavior.*** Oak Park, IL: Moore.

As stated in the title, this volume is a classic. From Maslow on motivation to Hersey and Blanchard on the life-cycle theory, this book is a foundational presentation of organizational behavior. The 32 individual essays/articles are some of those we see over and over again. It is nice to have them all in one volume.

Ott, J. S. (1989). ***The organizational culture perspective.*** Chicago: The Dorsey Press.

This is a careful examination of the procedural difficulties and concerns in defining an organizational culture. Ott pinpoints where the organizational-culture viewpoint fits into organization theory, and why it differs from the other aspects of human organization. He also provides a description of the uses, procedures, concepts, language, and theories of organizational culture. A historical analysis on the growth of organizational-culture perspective is combined with viewpoints drawn from cultural anthropology, sociology, and ethno-archeology. In addition to an extensive bibliography, charts, tables, and a subject index are included with the text.

Owen, H. (1987). ***Spirit: Transformation and development in organizations.*** Potomac, MD: Abbott Publishing.

This is a book about "spirit" and how it changes and develops in organizations. Chapters 1-6 lay the groundwork for Mr. Harrison's thesis that spirit plays as important a role within an organization as its leadership. Chapter 7 describes the need for someone to be the facilitator to the process of infusing the organization with spirit. Chapters 8-10 build the theory and practice of organizational spirit upon concrete findings extracted from three case studies: The Internal Revenue Service, The Eastern Virginia Medical Authority, and The Norfolk, Virginia, Water Management Authority.

New

Peters, T. J. (1992). ***Liberation management: Necessary disorganization for the nanosecond nineties.*** New York: Alfred A. Knopf.

Is the business organization as we know it on the decline? According to Peters the answer is a resounding "yes." Citing a 1991 headline—"IBM to Start Announcing Its Fall Line"—Peters sees a shift to fashion orientation for business marked by need for greater flexibility than ever before. Successful organizations will have to reevaluate their organizational structures, learn to hustle, make better use of information technology, and thrive in an atmosphere of seeming disorganization. Utilizing small, task-oriented groups, companies must develop strategies which enhance speed and responsiveness, thus improving competitiveness.

Ritti, R. R., & Funkhouser, G. R. (1987). ***The ropes to skip & the ropes to know: The inner life of an organization.*** 3rd ed. New York: John Wiley & Sons.

How an individual operates and fulfills his/her role within an organization is the topic. From subordinate, to manager, to executive, the authors use characterizations to illustrate how each of us learns "the ropes," or the internal protocol of an organization. This protocol is not found written in the staff procedures manual or listed within the history of the company. The ways of survival and success in any organization are discovered in the ability to read the invisible definitions to which it subscribes. Each company, or business, or office has its own rituals. These rituals make each business distinctive. The authors invite responses and criticisms. Additional suggested readings follow the text.

Robbins, S. P. (1979). ***Organizational behavior.*** Englewood Cliffs, NJ: Prentice-Hall.

Organizational behavior is dissected into the individual, the group, and the organization in this book. Values, personality, perception, communication, and dynamics are but a few of the pertinent chapter titles. A strong resource for staff, this book provides easy-to-find information on all organizational behavior subjects.

Roy, R. H. (1977). ***The cultures of management.*** Baltimore, MD: Johns Hopkins University.

This is a study of management cultures in four principal areas: organization, technology, quantitative methods, and behavior. It is based on the author's lifetime of experience as educator, business executive, labor arbitrator, and consultant. It is full of practical wisdom on the top-management job, replete with aphorisms and good chapter summaries.

Schein, E. (1985). ***Organizational culture and leadership.*** San Francisco: Jossey-Bass.

This original volume clarifies the elusive concept of organizational culture. Schein defines this concept for the practitioner and the researcher. He explains how leadership and culture are intertwined through the creation and evolution of culture during times of organizational change.

New

Schein, E. H. (1992). ***Organizational culture and leadership.*** 2nd ed. San Francisco: Jossey-Bass.

This updated version deletes some original chapters, expands others, and includes new materials on the culture concept. There is increased emphasis on the leadership-culture relationship. New chapters explore subgroup culture, the role of the founder, and the impact of information technology. Schein discusses organizations in midlife and turnaround periods of changing culture. This volume is intended to be a supplement to, not a replacement of, the original.

Senge, P. M. (1990). ***The fifth discipline: The art and practice of the learning organization.*** New York: Currency/Doubleday.

Successful organizations tap people's commitment and capacity to learn at all levels. Senge teaches the theory and techniques of team learning. A team using interactive dialogue can achieve greater results than any one individual effort. At the same time, each individual on the team learns and grows beyond his or her ability to do so alone. Senge also teaches the theory and technique of systems thinking, and the ability to see a vision and to implement the forces necessary to get there. A learning organization fosters reciprocal commitment between individual and organization.

Srivastva, S., Cooperrider, D. L., & Associates (1990). ***Appreciative management and leadership: The power of positive thought and action in organizations.*** San Francisco: Jossey-Bass.

This book is the result of a 1988 symposium of organizational-behavior scholars and doctoral students at Case Western Reserve University. Fourteen essays explore new perspectives on the appreciation of diversity, creativity, cooperation, and values within individuals and organizations. The authors suggest that appreciative management will create shared responsibility, opportunity for growth, and a new sense of purpose to meet the challenges of our changing society.

Tannenbaum, R., Weschler, I. R., & Massarik, F. (1961). ***Leadership and organization: A behavioral science approach.*** New York: McGraw-Hill. (Reissued by Garland Publishing, New York, in 1987.)

This book represents a selected collection of writings from members of the Human Relations Research Group of the Institute of Industrial Relations at UCLA. The writings are followed by commentaries from distinguished experts in management theory, group psychotherapy and psychology, and sociology.

Weisbord, M. R. (1987). ***Productive workplaces: Organizing and managing for dignity, meaning and community.*** San Francisco: Jossey-Bass.

In this excellent work the author offers fresh thinking and new approaches to making businesses and organizations more effective, satisfying, and rewarding environments for employees. Weisbord revisits the histories and theories of organizational development, and gives new interpretations. In later chapters he examines the application of these theories through case-study profiles. Finally he presents new applied theories, thoroughly documenting their operation. His intention is to move beyond the intellectual developments of current organizational theory toward developing new humanistic solutions to real organizational problems.

Yates, D. (1985). ***Politics of management.*** San Francisco: Jossey-Bass.

Yates proposes a model of organizational management based on political process, to include bureaucratic politics and conflict management. He presents the distinctions between public and private management, but he covers the commonalities as well. He has much to say to those who see management as a scientific methodology.

Yukl, G. A. (1989). ***Leadership in organizations.*** 2nd ed. Englewood Cliffs, NJ: Prentice-Hall.

The focus of this text is on managerial leadership in organizations. The book presents a broad survey of theory and research on leadership in formal organizations, as reflected in the following chapter titles: "The Nature of Leadership"; "Sources of Power and Influence"; "Power, Influence Tactics, and Leadership Effectiveness"; "Nature of Managerial Work"; "Effective Leadership Behavior"; and "Managerial Traits and Skills." The book is designed for managers and administrators and could also be used as a text for undergraduate and graduate courses in leadership or managerial effectiveness.

TEAMS AND GROUPS

ARTICLES

Carew, D. K., Parisi-Carew, E., & Blanchard, K. H. (1986). **Group development and situational leadership: A model for managing groups.** *Training and Development Journal, 40*(6), 46-50.

This article reviews the concepts of situational leadership and group development and functioning and combines them into a single leadership model, with the premise that there is no one best leadership style for all situations.

New

Kolb, J. A. (1992). **Leadership of creative teams.** *Journal of Creative Behavior, 26*(1), 1-9.

Forty teams from manufacturing, aerospace, and health-services organizations provided data on the correlation between leader behavior and team performance. Results suggest that an important function of a team leader is public relations. The leader provides boundary-management to obtain organizational support and resources, allowing team members the freedom to concentrate on their creative efforts.

Manz, C. C., & Sims, H. P., Jr. (1984). **Searching for the "unleader": Organizational member views on leading self-managed groups.** *Human Relations, 37*, 409-424.

The increasing adoption of the self-managed work-group approach in organizations has created a puzzling paradox for leadership practice: How does one lead those that are supposed to lead themselves? Employee views from several organizational levels within a production plant that uses a self-managed work system are presented.

New

Nurick, A. J. (1993). **Facilitating effective work teams.** *SAM Advanced Management Journal, 58*(1), 22-27.

Effective project teams are characterized by task factors, such as timely performance, staying within budget, and achievement of quality, and by relationship factors, such as conflict resolution, trust, and communication. Group dynamics which can derail a team are: different points of view, role conflict, implicit power struggles, and groupthink. A strategy for development of effective teams is selecting team members with good interpersonal skills and offering additional communication-skills training.

New

Rossy, G. L., & Archibald, R. D. (1992). **Building commitment in project teams.** *Project Management Journal, 23*(2), 5-14.

Project managers depend on schedules, contractors, suppliers, and various functional contributors to achieve their project objectives. Getting commitment and then getting all parties to fulfill their commitments is a unique challenge. Using a balance of supporting and innovating skills, a project manager can develop commitment in an environment with many conflicting demands. Examples of these skills are: leading by example, encouraging continuous feedback, supporting current plans while striving for improvement, and maintaining a balance among priorities.

Weiss, J. C. (1988). **The D-R model of coleadership of groups.** *Small Group Behavior, 19*, 117-125.

This article is concerned with the coleadership of citizen groups, groups for teaching and training, and work groups in general. The author has developed a model of coleadership referred to as the "D-R" model, which focuses on five overlapping processes: develop/relationship; discuss/roles; divide/responsibility; defer/respect; and debrief/review. The model is intended to be used as a practical guide and is designed to improve group relationships.

BOOKS

Bates, M. M., & Johnson, C. D. (1972). ***Group leadership: A manual for group counseling leaders.*** Denver: Love Publishing.

The authors state that their main purpose is to present to the professional group leader the tools "which will enable him [or her] to activate group process in a way which insures that members have growth-producing experience."

Hackman, J. R. (Ed.). (1990). ***Groups that work (and those that don't): Creating conditions for effective teamwork.*** San Francisco: Jossey-Bass.

Developed as a result of a group study on group performance, this book offers insights for those who design, lead, serve in, or research groups. Twenty-seven task-performing teams were evaluated for effectiveness, using as measures: quality of product or service, ability to regroup after task-completion, and the growth of individual members as a result of their participation. Groups studied were top management, task forces, professional support groups, performing groups, human-service teams, and production teams.

Hare, A. P. (1976). ***Handbook of small group research.*** New York: Free Press.

This book contains 15 chapters, as well as appendices, indices, and a 323-page bibliography on small-group research studies. The chapters fall into three basic categories: group process, structure interaction variables, and performance characteristics. This is primarily a reference resource which summarizes the major trends and findings on small groups from 1898 through 1974. It is suitable for the serious reader interested in small-group dynamics and leadership.

New

Harrington-Mackin, D. (1994). ***The team-building tool kit: Tips, tactics, and rules for effective workplace teams.*** New York: AMACOM.

This resource is intended for start-up and existing teams that are developing their own set of rules. Chapters include starting up, meetings, team behavior, how to handle team members' fear and control, decision making, problem solving, evaluation, performance rewards, and training. Real team scenarios emphasize each rule in each chapter. Questions most frequently asked by teams in progress are listed at the end of each chapter to reinforce the text.

Hirschorn, L. (1991). ***Managing the new team environment: Skills, tools, and methods.*** Reading, MA: Addison-Wesley.

This book was written as a text for an IBM training video. Based on case studies, it teaches managers the process of building a team and authorizing team members to act. A manager's daily behavior can create a balance between authority and empowerment, discipline and freedom, intimacy and distance. If a manager is willing to take a "learner role," he or she can create an effective triangle between himself or herself, individual team members, and the team as a whole.

Johnson, D. W., & Johnson, F. P. (1991). ***Joining together: Group theory and group skills.*** 4th ed. Englewood Cliffs, NJ: Prentice-Hall.

Each chapter defines a group-related concept with discussion of theory and research findings. Chapters include group dynamics, experiential learning, controversy and creativity, conflicts of interest, leading learning and discussion groups, leading growth and counseling groups, team development, and the psychological benefits of group membership. Coordinator instructions are detailed for over 100 exercises teaching effective group behaviors. A glossary of terms is included.

New

Manz, C. C., & Sims, H. P., Jr. (1993). ***Business without bosses: How self-managing teams are building high-performing companies.*** New York: John Wiley & Sons.

A business without bosses uses self-managing teams to increase productivity and improve quality. This "second generation" book goes beyond surface-level treatment of teams. It cites examples of existing teams in various stages of development in both manufacturing and service organizations. It offers a behind-the-scenes look at the challenges and costs of start-up and at real successes and failures. Manz and Sims claim that "SuperLeaders," who lead others to lead themselves, are inherent to the success of self-managed teams.

Napier, R. W., & Gershenfeld, M. K. (1981). ***Groups: Theory and experience.*** 2nd ed. Boston: Houghton Mifflin.

This book focuses on group dynamics. Theory, concepts, and data are presented in chapters dealing with such themes as perception, group norms, leadership, and problem solving. At the end of each chapter several group exercises are described in sufficient detail to be implemented.

Napier, R. W., & Gershenfeld, M. K. (1983). ***Making groups work: A guide for group leaders.*** Boston: Houghton Mifflin.

This is a resource book to provide ways of thinking about groups and to supply the tools for developing what is termed a "design mentality," along with tapping those artistic and creative energies that separate the most successful group leaders from the rest. It is also useful as a textbook to be used in a variety of programs and courses in educational institutions or other organizations dedicated to increasing skills in areas related to group processes.

New

Nirenberg, J. (1993). ***The living organization: Transforming teams into workplace communities.*** San Diego, CA: Pfeiffer & Company.

Nirenberg's blueprint for reform aligns organizational change to those changes now transforming our society, making workplaces more personally satisfying. To succeed, reforms must not be considered benevolent acts implemented only when convenient. Reforms must be substantiated by top management, board approval, legislation, and employee acceptance. Every member of an organization needs to share the pain and the gain as performance rises and falls in the marketplace.

Olmsted, M. S., & Hare, A. P. (1978). ***The small group.*** New York: Random House.

This study has two aims—first, to serve as an introduction to an area of interest in sociology and psychology, and second, to organize and interpret a body of ideas and research. The study of small groups seemed to stand in considerable need of organization and interpretation, which provided the basis for this book.

Reddy, W. B., & Jamison, K. (1988). ***Team building: Blueprints for productivity and satisfaction.*** Alexandria, VA: NTL Institute for Applied Behavioral Science.

In this comprehensive work, 19 chapters address a wide range of team-building issues. Written for the team-builder and the manager, the material covered represents what has been currently written on the subject. The book has five sections: Part 1 provides the basic elements of team-building; Part 2 explores a broader view of the theories of team-building; Part 3 shows various applications for building teams; Part 4 illustrates how team-building is a manageable activity; and Part 5 looks at the social issues involved in building teams. The final chapter includes biographical summaries of the 23 contributors to this text.

Schrage, M. (1990). ***Shared minds: The new technologies of collaboration.*** New York: Random House.

Schrage describes a new technology for two or more minds to collaborate on problem solving or brainstorming. In a computer-augmented meeting, two or more people exchange ideas while a technographer keys the dialogue into a computer, which instantly transmits the dialogue onto an overhead screen. Examples of successful collaborations exhibit the benefits of joint effort. Schrage details the design, environment, and tools for technological collaboration.

Schull, B. D. (1975). ***How to be an effective group leader.*** Chicago: Nelson Hall.

Schull attempts to identify the components of group leadership and simplify the process of becoming a successful group leader through the identification of attributes, qualities, and characteristics of effective leadership, each of which have been loci of research emphasis in leadership.

New

Torres, C., & Spiegel, J. (1991). ***Self-directed work teams: A primer.*** San Diego, CA: Pfeiffer & Company.

A brief overview of changes needed to implement self-directed teams explains a new leadership need. Team members are empowered to contribute to product and service improvements, experience greater job satisfaction, and feel like partners in their organization.

New

Wellins, R. S., Byham, W. C., & Wilson, J. M. (1991). ***Empowered teams: Creating self-directed work groups that improve quality, productivity, and participation.*** San Francisco: Jossey-Bass.

Self-directed work teams—groups empowered to manage themselves and their work on a day-to-day basis—are different from other groups in that they are formal, permanent organizational structures. Self-directed teams work best because they are closest to the work and know best how to improve job performance. Team atmosphere enhances the feeling of "owning" jobs and making a meaningful contribution to the organization, and team empowerment offers possibilities not available to individual employees. Drawing on a national survey, research, literature review, and experience, the authors provide information on the mechanics of getting started.

SETTINGS OF LEADERSHIP

COMMUNITY, VOLUNTEER, AND RELIGIOUS

ARTICLES

New

Clary, E. G., Snyder, M., & Ridge, R. (1992). **Volunteers' motivations: A functional strategy for the recruitment, placement, and retention of volunteers.** *Nonprofit Management & Leadership, 2*(4), 333-350.

Understanding the personal motivations of volunteers is examined from a psychological framework. Six motivational functions are identified: social, value, career, understanding, protective, and esteem. A volunteer-function inventory may be used to identify and measure the motivations of volunteers and is recommended to administrators for use in planning recruitment, placement, and retention strategies.

Loeb, P. (1990, Fall). **From volunteerism to politics.** *Future Choices*, pp. 53-60.

College students involved in community service organized Campus Opportunity Outreach League in 1984. By 1990, 600 campuses had student participation and administrative support. Many students were motivated by a desire to help those in need on a one-to-one basis. Other students organized programs for the homeless, the hungry, and the illiterate where government's "structural apathy" had failed. The author speculates whether government hears the voice of this service movement and whether these service-minded students will become future politicians with a social conscience.

New

Nygren, D. J., Ukeritis, M. D., McClelland, D. C., & Others (1993, May-June). **Religious-leadership competencies.** *Review for Religious*, pp. 390-417.

The authors used competency-assessment methods to determine the competencies critical to outstanding performance in religious leadership positions. In a study of Roman Catholic congregational leaders, they identified threshold competencies—those necessary for anyone aspiring to meet at least typical standards for congregational leadership—and excellence competencies. Outstanding leaders are characterized by being more concerned than typical leaders with exerting power and influence to attain congregational goals, and are less concerned with supervising and counseling individual members of the congregation.

New

O'Brien, D. J., & Hassinger, E. W. (1992). **Community attachment among leaders in five rural communities.** *Rural Sociology, 57*(4), 521-534.

Leaders in rural communities must feel strong personal attachments to invest the effort necessary to mobilize community members toward social change. They also need to form networks outside the community to draw resources and assistance for local programs. A study of leaders in five rural communities measures the sociodemographic and social-network characteristics of rural leaders.

Shoemaker, D. J., & Nix, H. L. (1972). **A study of reputational community leaders using the concepts of exchange and coordinative positions.** *Sociological Quarterly, 13*, 516-524.

The general purpose of this study was to investigate group and organizational affiliates of reputed community leaders in a rural community.

New

Van Orman, J. R. (1989). **Leadership & grassroots development: Reflections of an IAF representative.** *Grassroots Development, 13*(2), 3-7.

As a project manager for the Inter-American Foundation, Van Orman summarizes the qualities necessary to lead grassroots programs in impoverished communities. One must understand that the root of a program is hope, that a mechanism for coping with reality is sometimes mistaken for passivity, and that leaders must bridge two cultures. When naturally charismatic leaders emerge, IAF offers leadership training, program support, and funding.

New

Wells, R. (1991). **Leadership and community: Partners for empowerment.** *Campus Activities Programming, 24*(5), 33-38.

Society endures a paradox—our need for individuality and our need for community. Leaders face the challenge of bringing together socially interdependent people who share certain practices and are nurtured by community. Wells offers ten principles for building communities: inclusion, caring, respecting differences, safety, common purpose, commitment, self-examination, decision making by consensus, decentralization of authority, and celebration.

BOOKS

Ellis, S. J. (1986). ***From the top down: The executive role in volunteer program success.*** Philadelphia: Energize Associates.

Written for top-level executives in organizations which utilize volunteers, this book addresses management issues related to nonsalaried personnel. Ellis recommends establishing a clear structure including the vision of volunteers as partners in service and commitment. Legal issues, budgets, special categories of volunteers, job descriptions, and volunteer/staff relationships are studied. Evaluation tools include Dollar Value Worksheet, Executive Role Checklist, and Task Analysis. An appendix lists volunteerism resources.

Ellis, S. J., & Noyes, K. H. (1990). ***By the people: A history of Americans as volunteers.*** Rev. ed. San Francisco: Jossey-Bass.

Three centuries of volunteer action in America are recorded in this history. Mass movements for abolition, women's suffrage, and Civil Rights have pioneered social change. Self-help groups like the Grange, the PTA, and the Red Cross have shaped us as a people. Recent developments, such as care for AIDS patients and the presidential "thousand points of light" community-service initiative, are analyzed. The authors explore prospects for the future of volunteerism.

Ilsley, P. J. (1990). ***Enhancing the volunteer experience: New insights on strengthening volunteer participation, learning, and commitment.*** San Francisco: Jossey-Bass.

Ilsley's four-year study of volunteers in organizations such as hospitals, political groups, and museums provides insight into the volunteer perspective. The primary motivation for volunteering is not altruism, but the opportunity to learn. Giving volunteers a voice in recruitment, placement, and training leads to high morale and better performance. Ilsley offers strategies for balancing organizational, staff, and volunteer needs to avoid conflicts and burnout.

Jones, B. D., Bachelor, L. W., & Wilson, C. (1986). ***The sustaining hand: Community leadership.*** Lawrence, KS: University Press of Kansas.

Automobile assembly plants in Michigan are used to examine the role of multinational industrial corporations in decision making within local communities. The effect of auto production on a city and the consequences of changes in production may affect patterns in the communities.

New

Kahn, S. (1991). ***Organizing: A guide for grassroots leaders.*** Rev. ed. Silver Spring, MD: NASW Press.

As a songwriter and folksinger, Si Kahn focuses on struggle and social change in America. This written guide teaches how to unite people to effect change and affect existing power structures. Social workers set the example, serving as agents of change and preserving the worth, dignity, and uniqueness of each individual. Kahn calls for grassroots organizations to address the issues of homelessness, violence, drug abuse, poverty, and health care.

New

The Kettering Foundation (1992). ***Community politics.*** Dayton, OH: The Kettering Foundation.

This is a working paper from The Kettering Foundation's projects, including the National Issues Forum, the Negotiated Investment Strategy, and studies of American politics. Described are some "dangers of politics as usual and the benefits of moving citizens into constructive choicework."

Kraus, R. G. (1985). ***Recreation leadership today.*** Glenview, IL: Scott, Foresman.

This book presents an up-to-date analysis of the role of leisure-service professionals in terms of direct program involvement. It has many references drawn from the current literature, and from manuals, guidelines, and other materials submitted by recreation and park agencies throughout the United States and Canada which describe current leadership practices in the 1980s.

Lawson, J. D., Griffin, L. J., & Donant, F. D. (1976). ***Leadership is everybody's business.*** San Luis Obispo, CA: Impact.

This book is a practical guide for volunteer membership groups. It is divided into three parts: being human; flexibility and productivity; and group dynamics.

New

Littrell, D. W., Karns, L., & Wilson, V. R. (Eds.). (1992). ***Developing community leadership: The EXCEL approach.*** Curators of The University of Missouri.

The W. K. Kellogg Foundation and University Extension funded EXCEL, a leadership program in 60 communities throughout Missouri. Citizen groups volunteered 100+ hours in a one-year program to study local cultural, economic, political, and social forces and to study strategies for community development. In this notebook, the Missouri Rural Innovation Institute shares its process for organizing this successful community leadership-development program. Chapters include: concept, budget planning, program content, recruiting, publicity, and evaluation.

New

Miller, L. C. (1991). ***Citizen-directed futures assessments.*** Department of Rural Sociology, University of Wisconsin-Extension. 1450 Linden Drive, Madison, WI 53706. Phone: (608) 262-3913.

Using future-needs assessment techniques developed for the space industry, Miller suggests that citizen groups can envision the future of their communities. She offers exercises to develop image thinking for those accustomed to linear thinking. Outlines are provided for analysis of needs, participant workshops, and action-planning. "Almost any change can be accomplished in the long-term if sufficient will and energy are mobilized."

O'Connell, B. (1976). ***Effective leadership in voluntary organizations: How to make the greatest use of citizen service and influence.*** New York: Association Press.

The viewpoints in this book constitute some guidelines for making voluntary organizations effective instruments for citizen service and influence. Topics include: getting organized, the role of the president, volunteers and staff, recruiting the right staff, training and holding a good staff, constructive planning, board of directors and committees, fund raisers, communications, budgeting, involvement of minorities, dealing with controversy, and evaluating results.

Sessoms, H. D., & Stevenson, J. L. (1981). ***Leadership and group dynamics in recreation services.*** Boston: Allyn & Bacon.

This book is a text and training manual for students wishing to apply group dynamics techniques to recreation service environments. It consists of ten chapters: "Introduction"; "The Nature and Art of Leadership"; "The Nature and Function of Groups"; "Forces Affecting the Functioning of Groups"; "Small Group Techniques"; "Large Group Techniques"; "Group Problems"; "Leadership Development"; "Supervision and Consultation"; and "Evaluation."

Vance, M. A. (1982). ***Community leadership: A bibliography.*** Monticello, IL: Vance Bibliographies.

This is part of the Public Administration Series, providing a bibliography on community leadership.

New

Weems, L. H., Jr. (1993). ***Church leadership: Vision, team culture, and integrity.*** Nashville, TN: Abingdon Press.

Pastors are leaders, and their leadership takes on greater significance in difficult times. If the task of leadership is change, what are the stages of the journey for the leader to become change master? Weems suggests the first stage is creating a vision which embodies people's hopes and desires, where imagination and courage are essential. Next, change masters must have the power to advance their vision by involving and influencing a team culture where people will devote their considerable time and energy to make the vision a reality. Finally, change masters must maintain the momentum and keep faith and hope alive during the inevitable frustrations inherent in execution. Weems asserts the best way for institutions to endure and prosper is to encourage leaders who will build on the past by envisioning an even better future.

New

Wood, J. R. (1981). ***Leadership in voluntary organizations: The controversy over social action in Protestant churches.*** New Brunswick, NJ: Rutgers University Press.

Voluntary organizations have a noneconomic base of control, making them a "pure" study of power and influence. Exploring the structural entities and legitimacy provided by collective values, Wood asserts that leaders are most effective when they claim their power based on the organization's values. Wood suggests the study of church leadership has implications for other value-fostering, voluntary organizations.

Zander, A. (1990). ***Effective social action by community groups.*** San Francisco: Jossey-Bass.

Self-starting groups working toward social reform are unique and have not been widely researched. Zander examines their nature, motivation, objectives, and methods for achieving goals and facing resistance. Eleven methods are discussed, ranging from permissive to coercive. This book is intended for citizen groups wishing to increase their power and influence and for researchers of groups in general.

CORPORATE

ARTICLES

New

Bateman, T. S., Sakano, T., & Fujita, M. (1992). **Roger, me, and my attitude: Film propaganda and cynicism toward corporate leadership.** *Journal of Applied Psychology, 77*(5), 768-771.

Two studies were conducted on viewers of *Roger & Me*, a 1989 feature film about Roger Smith, CEO of General Motors, and the layoffs of 30,000 auto workers. In Durham, North Carolina, 106 movie patrons were asked to complete questionnaires prior to viewing the movie. Following the film, 162 were asked to complete the same questionnaire. In Japan, 542 university students were divided into four groups to complete the same questionnaire, some pre-viewing, some post-viewing, and some never viewing the film. In both studies, results indicated that the film created an attitude change of increased cynicism toward General Motors specifically and U.S. business in general.

Bennis, W. G. (1982). **The artform of leadership.** *Training and Development Journal, 36*(4), 44-46.

A study was conducted on 90 CEOs to provide information on effective leadership. All CEOs possessed the following in varying degrees: vision, capacity to communicate vision, persistence, consistency, focus, and empowerment.

Bennis, W. G. (1982, May 31). **Leadership transforms vision into action.** *Industry Week*, pp. 54-56.

The author describes transformative power—the essence of what it originally means to be a leader. He views CEOs as leaders, not managers, who possess the following characteristics: vision, communication and alignment, persistence, consistency, focus, empowerment, and organizational learnings. He continues by stressing the vision a leader has must leave room for creativity, for that is where the art form of leadership exists.

Bennis, W. G. (1984). **The four competencies of leadership.** *Training and Development Journal, 38*(8), 14-19.

Bennis interviewed 90 outstanding leaders and their subordinates, with the intention of learning what makes real leaders (as opposed to effective managers) tick. After five years of research and thought, he identified four competencies common to all 90 leaders.

New

Chen, C. C., & Meindl, J. R. (1991). **The construction of leadership images in the popular press: The case of Donald Burr and People Express.** *Administrative Science Quarterly, 36*(4), 521-551.

The collective concept of leadership is an expression of our national culture forged by the media that controls our information. A study of the rise and fall of Donald Burr and People Express illustrates the media's influence on the public's understanding of leadership. Media content analysis identifies Burr's leader traits, recording frequency, and theme trends. Interpretive analysis focuses on metaphors used to describe Burr. Results of both studies indicate that performance outcome is attributed to leader traits.

Peters, T. J. (1979). **Leadership: Sad facts and silver linings.** *Harvard Business Review, 57*(6), 164-172.

A busy executive may be the most effective. This article discusses four sad facts about executives and their potential silver linings. The sad facts include: senior managers get only one option, time is fragmented and issues are late, bad news is normally hidden, and major choices take months or years to emerge. Effective management lies in foresight and a shrewd sense of timing. Managers must use all their skills to solve problems of the organization.

New

Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). **Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors.** *Leadership Quarterly 1*(2), 107-142.

Over 900 petrochemical employees answered questionnaires about their superiors' six transformational leadership behaviors and one transactional leadership behavior. Superiors answered questionnaires about employees' citizenship behaviors. Scales measured the direct and indirect effect of transformational behaviors on organizational citizenship. Results indicated that employee citizenship is mediated by followers' trust in their leader.

New

Reimann, B. C. (1992). **The 1992 strategic management conference: The new agenda for corporate leadership.** *Planning Review, 20*(4), 38-46.

America's leading strategic thinkers met in May 1992 to inspire and teach managers how to meet corporate challenges in our changing world. Henry Kissinger warned of a lack of stability in "the new world order." Robert Long, of Kodak, taught that a decision-maker must be a sower of seeds, leader of learning, purveyor of philosophies, and a doer of deals. James Houghton, of Corning, Inc., endorsed the success of empowerment. Warren Bennis identified technology, globalization, and diversity as tomorrow's greatest corporate challenges. Other themes included moving from hard techniques to soft intangibles and from total quality to process redesign.

New

Wiersema, M. F. (1992). **Strategic consequences of executive succession within diversified firms.** *Journal of Management Studies, 29*(1), 73-94.

This study focuses on executive succession across a sample of Fortune 1000 firms. The findings confirm that recruiting top management from outside the organization is likely to result in significantly changed corporate strategy. Promoting from within is likely to result in maintaining the status quo.

Zaleznik, A. (1977). **Managers and leaders. Are they different?** *Harvard Business Review, 55*(3), 67-78.

While performing very different roles, managers and leaders are vital to the success of business. They must be cultivated and trained to achieve success. Managers defuse conflict and ensure day-to-day business gets done. Their goals arise from necessity rather than desires. Leaders define goals from personal attitudes, inspire creativity, and seek new opportunities for organizations. A solid organizational framework must be in place to realize the potential of our most gifted leaders.

BOOKS

Bruce, J. S. (1986). ***The intuitive pragmatists: Conversations with chief executive officers.*** Greensboro, NC: Center for Creative Leadership.

This study presents the observations and conclusions-in-retrospect of a group of CEOs concerning what was important about their jobs. The report examines how a leader transforms an organization. The study was not intended to look at the results of what these CEOs did, but rather to look at the process by which they went about doing it.

Bruce, J. S. (1992). ***The creative opportunists: Conversations with CEOs of small businesses.*** Greensboro, NC: Center for Creative Leadership.

As a follow-up to a study of CEOs of large organizations, Bruce reports on the study of CEOs of small businesses. He states why there are some fundamental challenges faced by all CEOs, regardless of the size of their organizations. In comparison, he found that CEOs of small businesses have four distinct attributes: they are creative; their creativity exceeds their resources; they are willing to take risks; and they are able to seize opportunities quickly.

Daniels, M. M. (1983). ***Realistic leadership: How to lead others in achieving company and personal goals.*** Englewood Cliffs, NJ: Prentice-Hall.

Based on the concept of collaborative management, this practical guide shows how to maximize group effort toward achieving company and personal goals. Daniels asks the reader to think before acting, experiment before choosing, and feel before judging. To measure a method against the standard of reality, ask, "Does it get the job done?" Exercises and questions help the reader build on experience and current knowledge.

Drucker, P. F. (1969). ***The effective executive.*** New York: Harper & Row.

A presentation of the findings based on a systematic study of what effective executives do that the rest do not do, and what they do not do that the rest tend to do. Findings show that effectiveness can be learned, and also, that it must be learned. This book presents in simple form the elements of this practice.

Drucker, P. F. (1982). ***The changing world of the executive.*** New York: Times Books.

This book provides insights into, and an understanding of, the world of the executive. It also provides a useful "executive agenda" to stimulate both thought and action. The book should be read with this overriding question in mind: "How can I, and we in my organization, use this idea or these insights to perform more effectively—to do a better job, and above all, to welcome and accommodate the new and the different?"

Friedman, S. D. (Ed.). (1986). ***Leadership succession.*** New Brunswick, NJ: Transaction Books.

Succession systems in large corporations are the topic of this examination. The questions posed are: As the position of CEO is so critical, should there be a formal process by which to prepare successors in advance of the CEO's leave-taking? Should potential successors be sought from without the organization to provide a fresh outlook, or should a successor be moved up from within the organization to assure continued commitment to the company's purposes? Answers are offered throughout a series of articles in this text. The various authors have strong views as to the best approach for leadership succession, and in some cases they provide data and research to support their positions.

Gabarro, J. J. (1987). ***The dynamics of taking charge.*** Boston: Harvard Business School Press.

For the new manager, the elements involved in managing an organization, office, department, or special project are explored here. The author has distilled the factors which he suggests make a difference to the new manager in any job situation. The stages of taking charge are also pointed out. The final chapter addresses the pitfalls and stumbling blocks that may occur in the process of taking charge and highlights ways to enhance the process. Appendices offer research studies and information on research methodology and design.

Geneen, H. S., & Moscow, A. (1984). ***Managing.*** New York: Doubleday.

The author offers his principles of good business management based on his experience as chief executive officer of ITT. His belief that peak experiences of ordinary, normal people create leaders in business and elsewhere are described along with the fascinating, demanding, and creative processes of management. Topics include: Theory G on Management, how to run a business, leadership, acquisitions and growth, entrepreneurial spirit, and the board of directors.

New

Hill, L. A. (1993). ***Becoming a manager: Mastery of a new identity.*** Cambridge, MA: Harvard Business School Press.

A study of 19 newly appointed front-line managers follows the expectations, frustrations, and attitude changes they experience in their first year on the job. Based on extensive observation; interviews with managers, subordinates, and superiors; and considerable follow-up, Hill reports her findings using the actual words and feelings of her subjects. One major change in new managers is role growth from task-control to personal-relationship influence.

Joiner, C. W. (1987). ***Leadership for change.*** Cambridge, MA: Ballinger.

Drawing on his own experiences with the auto industry and as head of Mead Imaging, Joiner's book is a thoughtful amalgam of theory and experience, logic and practice. It is designed to provide a framework for planning and leading individuals through the step-by-step process that builds a competitive organization. Some of the key ingredients for successful change include: building a top-management team; selecting a strategic issue; identifying one key change; and establishing strong personnel support systems.

Kidder, T. (1982). ***The soul of a new machine.*** New York: Avon.

This is the story of how a team of computer engineers at Data General Corporation designed and built a powerful new minicomputer.

Koestenbaum, P. (1991). ***Leadership: The inner side of greatness.*** San Francisco: Jossey-Bass.

Based on dialogues with managers and CEOs over ten years, Koestenbaum recommends a philosophical application to leadership. His leadership diamond model frames personal and organizational situations into four elements of greatness: vision, reality, ethics, and courage. Nine keys to business wisdom are offered with practical steps to develop a leadership mind, helpful tips, and affirmations.

Kotter, J. P. (1982). ***The general managers.*** New York: Free Press.

This book seeks to report and discuss the implications of a study of a group of executives in generalist or general-management jobs. Conducted between 1976-1981, this investigation employed multiple methods to look in depth at 15 general managers from 9 different corporations spread out across the U.S.

Kotter, J. P. (1988). ***The leadership factor.*** New York: Free Press.

In a very precise and direct manner the components which allow effective leadership to occur are presented. This book covers such factors as: why effective leadership is increasingly important today, and, within today's corporate world, what does effective leadership really mean to business outcomes, profits, and products? Companies which have shown superior leadership are presented to illustrate the elements present in real situations which promote the growth of effective leadership. The appendix offers an "Executive Resources Questionnaire" helpful to those who may be curious to know where their business falls in the effective leadership spectrum.

Kotter, J. P. (1990). ***A force for change: How leadership differs from management.*** New York: Free Press.

Kotter reports on a two-phase research program to determine the differences between leadership and management. First, 200 senior executives from 12 successful organizations were interviewed and surveyed regarding executive history and behavior. Then, 12 cases of "highly effective leadership in business" were identified and studied. Kotter indicates that early experiences form intelligence, drive, mental health, and integrity, factors which separate leaders from managers. Vision, alignment, and motivation are defined. Examples illustrate what these factors look like in practice and how they are created.

New

Kouzes, J. M., & Posner, B. Z. (1993). ***Credibility: How leaders gain and lose it, why people demand it.*** San Francisco: Jossey-Bass.

Based on surveys of more than 15,000 people, 400 case studies, and 40 in-depth interviews, this book explains why leader credibility is the cornerstone of corporate performance and global competitiveness. Built on the relationship between leader and constituents, credibility results from honesty, boldness of vision, courage of conviction, understanding, respect, and energetic involvement. Six disciplines help a leader achieve credibility: self-discovery, appreciating others' differences, shared values, competence, purpose, and hope.

Lessem, R. (1990). ***Developmental management: Principles of holistic business.*** Cambridge, MA: Basil Blackwell.

Lessem suggests that a successfully developed business, like a whole person, has a body, mind, heart, and soul. He equates body with primal management, mind with rational management, and soul with inspirational management. In this book, Lessem concentrates on the heart of business, which he calls developmental management. Drawing upon philosophies from Far Eastern, Middle Eastern, African, European, and American cultures, he explains what developmental management is and how to achieve it. Drexion Group's success is cited as an example.

Levinson, H., & Rosenthal, S. (1984). ***CEO: Corporate leadership in action.*** New York: Basic Books.

Levinson and Rosenthal demonstrate leadership personified through six well-known leaders in established American organizations. Chief executives such as Wriston of Citicorp, McGregor of AMAX, Inc., and Watson of IBM were interviewed along with their colleagues. Each of these CEOs led his organization in new directions while preserving the organization's strong identity. This is an excellent treatise in organizational leadership.

Marcus, S. (1974). ***Minding the store.*** Boston: Little, Brown.

In addition to a smooth sales pitch for his successful and luxurious merchandising enterprise (Neiman-Marcus), Marcus portrays humor and a cultivated and relaxed sense of self. Marcus' somewhat unorthodox political and social attitudes and details of expertise in store management give this biography its interest.

Odiorne, G. S. (1987). ***The human side of management: Management by integration and self-control.*** Lexington, MA: Lexington Books.

In light of the transition in our economy from industrial-goods producing to information producing, managers increasingly find themselves concerned with the motivation of a work force that is well educated and highly talented. These "knowledge workers" require ongoing intrinsic incentives to commit to the organization's mission. The author aims to show managers how they can act as the integrators of their staffs. Throughout the book's 14 chapters, each component of managing, from hiring, training, development, appraisal, and mentoring to firing can be approached to cultivate the talents and strengths of one's staff, while achieving the mission and goals of the larger organization.

Pascale, R. T., & Athos, A. G. (1982). ***The art of Japanese management: Applications for American executives.*** New York: Warner Books.

This book presents findings and opinions on how Japanese business management differs from ours, and how it can be advantageously applied in reversing the "steady deterioration in our industrial standing." Dissecting Japan's Matsushita Electric Co. and ITT as two profoundly unlike models of industrial management perceptions, beliefs, assumptions, style and skills, the authors draw into their analysis key Japanese and American cultural premises.

Peters, T. J. (1987). ***Thriving on chaos: Handbook for a management revolution.*** New York: Alfred A. Knopf.

Tom Peters, well known lecturer and coauthor of *In Search of Excellence* (1982), stirs the waters of the status quo by calling for revolution in American management. According to Peters, his book "challenges everything we thought we knew about managing, and often challenges over a hundred years of American tradition." Peters recognizes "chaos" as an inherent element in any competitive situation. Chaos must be addressed and dealt with proactively if American business and industry want to remain key players in the global marketplace. Peters prescribes what changes are necessary for positive results.

Peters, T. J., & Waterman, R. H., Jr. (1982). ***In search of excellence: Lessons from America's best-run companies.*** New York: Harper & Row.

Tom Peters is a frequent speaker at business conferences and seminars telling American management how to lead effectively. Peters and Waterman studied 43 successful American companies and found eight basic principles shared by all of them. *The Wall Street Journal* called it "Exuberant and absorbing—one of those rare books on management that is both consistently thought-provoking and fun to read."

Ruch, R. S., & Goodman, R. (1983). ***Image at the top: Crisis and renaissance in corporate leadership.*** New York: Free Press.

The answers to reviving the American corporation and healing the costly rift between business and labor, according to the authors, lies with top corporate officers who must learn how to communicate openly and willingly with employees, the media, and the public.

Schneier, C. E., Beatty, R. W., & Baird, L. S. (Eds.). (1987). ***The performance management sourcebook.*** Amherst, MA: Human Resource Development Press.

The authors of this sourcebook have consulted major corporations across the country in the design and format of this guide. They have attempted to provide in one volume the components which create performance management systems in business. It is intended as a tool for use in the development of policy manuals, operational guides, and orientation programs. In 12 sections, various topics and designs are examined: performance appraisal; performance management; planning, managing, and reviewing performance; and developing performance testing methodologies, such as questionnaires, cases, and role plays. Tips and advice are also offered for working with external consultants on performance projects.

Tichy, N. (1986). ***Transformational leader.*** New York: Wiley.

"This book probes into the practical issues facing the leaders of the fundamental changes needed in American industry. The answers to persistent and massive competitive pressure are found in the experience of leading-edge firms and outstanding managers. The stories are brought to life and the underlying patterns revealed. Relevant and timely for all general managers."

Zaleznik, A. (1989). ***The managerial mystique.*** New York: Harper & Row.

Zaleznik asserts that business has developed a managerial mystique which emphasizes order, efficiency, and predictability, and has given rise to the importance of form, rather than the substance of business. He admonishes today's business schools and MBA programs, asserting they are preparing their students to fit a mold and they are not preparing them for leadership roles. He explains why this is so and illustrates how business needs leaders who are visionary and willing to challenge the status quo.

EDUCATION

ARTICLES

New

Appleton, J. R. (1991). **The context.** *New Directions for Student Services, 55*, 5-15.

Political behavior within colleges and universities, specifically student affairs, is the result of a complex set of constituencies and organizational patterns. Teaching and learning, research, scholarly activity, and community service are more difficult to define than manufacturing a product. Goals are determined by conflicting interests of students, faculty, parents, alumni, community, donors, and government agencies. This paper describes six kinds of power, various members' expectations, and the importance of a leader's vision in creating congruence among the many groups.

Birnbaum, R. (1990). **"How'm I doin'?" How college presidents assess their effectiveness.** *Leadership Quarterly, 1*, 25-39.

Presidents of 32 colleges and universities were interviewed about their assessment of their own effectiveness. Institutional performance and satisfaction of students, faculty, and trustees were considered signposts of presidential effectiveness. Implicit information was gathered by observation of campus activity and communication with constituents. Explicit information was gathered by reports on enrollment, SAT scores, accreditation, and funding. The results showed that presidents relied more on implicit information and intuition to assess their own effectiveness.

New

Campbell, D. W., & Greene, D. (1994). **Defining the leadership role of school boards in the 21st century.** *Phi Delta Kappan, 75*(5), 391-395.

The National School Boards Association formed a task force with the California School Boards Association to develop a definition of the governance responsibilities of school boards. The task force determined that content function should be: vision and climate for excellence, superintendent appointment and evaluation, budget adoption and fiscal accountability, curriculum development and program accountability, governance and policy, and collective bargaining. Tenets of effective boardsmanship are: understanding, teamwork, support, respect, trust, communication, professionalism, and fairness.

Culberton, J. A. (1983). **Leadership horizons in education.** *Educational Administration Quarterly, 19*, 273-296.

Our culture has changed into an information society. This article discusses the impact of the information society on education, particularly on educational leaders. School leaders have to be able to do such things as purpose setting, program adaptation, and use new electronic media effectively while maintaining their own self-awareness.

DeJulio, S. S., Larson, K., Dever, E. L., & Paulman, R. (1981). **The measurement of leadership potential in college students.** *Journal of College Student Personnel, 22*, 207-213.

This study administered a leadership scale, the *Leadership Opinion Questionnaire*, to college leaders and nonleaders of both sexes. Results suggest its potential usefulness in the selection and training of students for campus leadership roles.

Erwin, T. D., & Marcus-Mendoza, S. T. (1988). **Motivation and students' participation in leadership and group activities.** *Journal of College Student Development, 29*, 356-361.

This article studies the activities and leadership status of entering freshman students. Using a motivational theory, the research focuses on the correspondence of action versus state orientation.

Gezi, K. (1990). **The role of leadership in inner-city schools.** *Educational Research Quarterly, 12*(4), 4-11.

This paper reviews research on effective schools and examines the role of leadership in inner-city schools. Gezi concludes that effective principals have positive attitudes toward compensatory education and students, understand cultural pluralism, and are committed to the goal of helping each student succeed. Inner-city principals, teachers, administrators, parents, and communities should work together as a team to set goals and develop strategies for achieving goals.

New

Hamel, A. (1992). **A portrait of youthful leadership.** *Journal of Applied Behavioral Science, 28*(2), 224-237.

Author Hamel spent three months investigating the leadership philosophy and practices of a young elementary-school principal. Through observation, interviews with his colleagues, and talks with students, Hamel found him to be both an instigator of change and a force for stability; he based his leadership on collaborative relationships that empowered others.

New

Hart, A. W. (1991). **Leader succession and socialization: A synthesis.** *Review of Educational Research, 61*(4), 451-474.

Based on an estimated 7-10 percent annual principal turnover, leadership succession is an important factor in the social dynamics of schools. "Succession is a disruptive event that changes the lines of communication, realigns relationships of power, affects decision making, and generally disturbs the equilibrium of normal activities." Studying succession and its interaction with formal and informal social mechanisms offers a new perspective.

New

Karnes, F. A., & Meriweather, S. (1989). **Developing and implementing a plan for leadership: An integral component for success as a leader.** *Roeper Review, 11*(4), 214-217.

The Leadership Studies Program of the University of Southern Mississippi is highlighted by the completion of a "Plan for Leadership." Following leadership assessment and skills training, participants develop plans for involvement and improvement in school, community, or religious activities. Defining goals, objectives, activities, resources, timelines, and evaluation methods helps students to meet personal goals of improved self-confidence, responsibility, motivation, communication, and time-management skills.

New

Kirby, P. C., Paradise, L. V., & King, M. I. (1992). **Extraordinary leaders in education: Understanding transformational leadership.** *Journal of Educational Research, 85*(5), 303-311.

Two investigations relate leader characteristics and behaviors with extraordinary performance. Quantitative results were obtained, using Bass's *Multifactor Leadership Questionnaire*, from a study of 103 educators who associated leader effectiveness with charisma and intellectual stimulation. Qualitative results were obtained from analysis of narratives describing educational leaders perceived to be extraordinary. The qualitative results emphasized professional-development opportunities for followers and suggested that leader behaviors, rather than personality, inspire followers to higher levels of performance.

New

Komives, S. R. (1991). **The relationship of hall directors' transformational and transactional leadership to select resident assistant outcomes.** *Journal of College Student Development, 32*(6), 509-515.

A multicampus study of 74 hall directors and 608 resident assistants, using the *Multifactor Leadership Questionnaire*, examined job satisfaction, satisfaction with the leader, and motivation to extra effort. Transformational factors rated were charisma, individual consideration, inspiration, and intellectual stimulation. Transactional factors rated were contingent reward and management-by-exception. Laissez-faire leadership was rated to determine a lack of leadership. Transformational factors accounted for the highest level of satisfaction, with individual consideration ranking as the most significant factor.

New

Krug, S. E. (1993). **Leadership craft and the crafting of school leaders.** *Phi Delta Kappan, 75*(3), 240-244.

Essential functions of a school principal are: defining a mission, managing curriculum and instruction, supervising teaching, monitoring student progress, and promoting an effective instructional climate. Rather than a skill-building, mastery-learning approach, Krug suggests a cognitive apprenticeship for school principals. Participants complete a self-assessment, are observed by analysts, receive feedback, and frame their knowledge of skills into contexts of practice.

Maxcy, S., Jr., & Liberty, L. (1983). **Should education leaders be humanistic?** *Journal of Thought, 9*, 101-106.

This article calls for "humanistic leadership" in education. Although no clear definition has been identified, it would be enough to say that humanistic leadership would involve leading in a truly human and feeling way while keeping in mind the value of historic and classical learning.

McCarthy, M. J., & Sarthory, J. A. (1978). **The ethical dimension of educational leadership: The administrator as a moral agent.** *Journal of Thought, 13*, 8-13.

The author discusses the idea that an effective leader must be able to act as a moral agent to persuade others to follow the leaders' moral point of view. The leader must be able to articulate his view and only during "moral dispute" can conflict over ethical dimensions be resolved.

Myers, M. R., Slavin, M. J., & Southern, W. T. (1990). **Leadership and attitudes: Emergence and maintenance of leadership among gifted students in group problem solving.** *Roeper Review, 12*, 256-261.

Tenth- and eleventh-grade student groups were assigned to identify a problem, to seek resolution, and to develop a multimedia statement. Internal and external assessments determined quality of leadership in relation to group project success. Students perceived fluent and verbally aggressive leaders as effective with no correlation to project success. Staff perceived participative leaders, who used restatement and focus to lead the group, as the most effective leaders with the most successful projects. Passive leaders, who organized to meet deadlines with no focus on quality, were judged least effective.

New

Posner, B. Z., & Brodsky, B. (1992). **A leadership development instrument for college students.** *Journal of College Student Development, 33*(3), 231-237.

The *Leadership Practices Inventory–Student (LPI–Student)* enables college students to measure their own leadership capability. This study [illegible] 304 student leaders used *LPI–Student to* measure five leadership practices: challenging, inspiring, enabling, modeling, and encouraging. Once identified, students better understood the requirements of leadership and were able to practice related behaviors to enhance their capability.

New

Roach, [illegible] D. (1991). **University department chairs' use of compliance-gaining strategies.** *Communication Quarterly, 39*(1), 75-90.

This reports on 130 university faculty members who responded to a questionnaire about compliance-gaining techniques used by department chairs. The techniques, categorized as expectancies, relationships, or values, were ranked for effectiveness, faculty job satisfaction, and chair performance evaluation.

New

Shoenberg, R. E. (1993, September 1). **Developing informed, effective campus leaders.** *Chronicle of Higher Education*, p. A68.

With more and more stakeholders participating in the campus leadership process, Shoenberg suggests that "all members of the campus then, not just those with formal authority, need the skills and information necessary to exercise supportive leadership." He describes a project he directed whereby 11 colleges and universities experimented with an array of leadership-development opportunities for administrators, faculty, staff, and students.

New

Thurston, P., Clift, R., & Schacht, M. (1993). **Preparing leaders for change-oriented schools.** *Phi Delta Kappan, 75*(3), 259-265.

Four researchers from the National Center for School Leadership at the University of Illinois, Urbana-Champaign, conducted simultaneous case studies in distributed leadership at four schools. They found four attributes that characterize school leaders as agents of change: being child-centered, collaboration with multiple constituencies, ability to process a wide variety of information, and effective communication skills. To meet the demand for educational reform, the authors suggest that school principals practice this distributed style of leadership.

BOOKS

Astin, A. W., & Scherrei, R. A. (1980). ***Maximizing leadership effectiveness: Impact of administrative style on faculty & students.*** San Francisco: Jossey-Bass.

The purpose of this study was to determine how an institution's particular style of management and administration affect faculty and students. Astin and Scherrei explore the outcome of administration on the quality of education by assessing its impact on the institution. Profiles of senior academic officers, descriptions of administrative styles, impact of leadership on faculty and students, implications for practice, and proposals for changes in college administration are discussed.

Baldridge, J. V., Curtis, D. V., Ecker, G., & Riley, G. L. (1978). ***Policy making and effective leadership: A national study of academic management.*** San Francisco: Jossey-Bass.

The decision and governance processes of colleges and universities are explored in this study. The authors describe the major developments in academic management and governance, including the role of faculty, the styles of administrative leadership, the functions of policy-making bodies, the efforts towards unionization, and control by state systems. A variety of research techniques were used, including surveys, analysis of historical documents, interviews, case studies, etc.

New

Bensimon, E. M., Neumann, A., & Birnbaum, R. (1989). ***Making sense of administrative leadership: The "L" word in higher education.*** Washington, DC: School of Education and Human Development, The George Washington University (ASHE-ERIC Higher Education Report No. 1).

There is a leadership crisis in higher education. An advisory board and consulting editors from the official ranks of major universities present a report on the state of higher education and its necessary direction. The relevance of various leadership theories are applied to all levels of administration and the development of coursework. The authors recommend that serious attention be given to cultural and symbolic leadership theories.

Birnbaum, R. (1988). ***How colleges work: The cybernetics of academic organization & leadership.*** San Francisco: Jossey-Bass.

The author's purpose is to provide new thoughts about university and college leadership. In an effort to shed light on the primary dimensions of every university and college, Birnbaum has studied four models: bureaucratic, political, organized anarchy, and collegial. He describes why systems of organization which consider all four aspects are necessary in higher education. In an effort to synthesize these four dimensions, Birnbaum has integrated the best parts of each model into a new model of organization. He illustrates how this model can help academic leaders understand the nature of colleges as organizations, which in turn will enhance their leadership abilities.

New

Birnbaum, R. (1992). ***How academic leadership works: Understanding success and failure in the college presidency.*** San Francisco: Jossey-Bass.

Findings are reported on the Institutional Leadership Project, a five-year longitudinal study of formal leaders in 32 colleges and universities. Three-day interviews with presidents, senior administrative officers, committee chairs, trustees, and faculty leaders were conducted, then repeated two years later. Perceptions on morale, financial status, governance, quality, and general change were identified as improved, remaining the same, or worsened.

Bogue, E. G. (1985). ***The enemies of leadership: Lessons for leaders in education.*** Bloomington, IN: Phi Delta Kappa Educational Foundation.

This book centers on the theme that leadership is an art form whose effectiveness is improved by the mastery of leadership and management research and by the display of personal integrity. The book tries to provide the operational answer to the question, "What exactly do we mean when we say that leadership is effective or ineffective?"

Boles, H. W., & Davenport, J. A. (1984). ***Introduction to educational leadership.*** Lanham, MD: University Press of America.

The text deals with questions related to school administration and the development of leaders. The authors have made a conscious effort to show how the behavioral and social sciences contribute to the growth of school administration.

Burdin, J. L. (Ed.). (1989). ***School leadership: A contemporary reader.*** Newbury Park, CA: Sage.

Selected articles from recent issues of *Educational Administration Quarterly* are presented here to provide an overview of school management and organization in the U.S. Four major topics of concern to leaders in education are covered. Chapters 1-5 discuss the characteristics and patterns of the society in which leaders lead. Chapters 6-10 describe the cultures and theories of power in which leaders lead educational organizations. Chapters 11-18 examine action theories and issues clarification to help leaders lead more effectively. Chapters 19-20 look forward to visions of the future of educational leadership. End notes follow each chapter.

Chaffee, E. E., & Tierney, W. C. (1988). ***Collegiate culture & leadership strategies.*** New York: Macmillan.

This text is based primarily upon interviews conducted with over 400 academic administrators from a cross section of schools—small rural colleges to major research universities. Seven case studies are presented to provide researchers and administrators with documented information about the complex dynamics of culture and leadership. The authors consider three key issues: 1) how culture is important in shaping the organizational life of colleges and universities; 2) how academic leaders match decision-making strategies to their organizational cultures; and 3) how executives can develop strategies to address issues in their organizations. Four appendices provide documents, surveys, interviews, and tables.

Clay, K. (1988). ***The school administrator's resource guide.*** Phoenix, AZ: Oryx Press.

This annotated bibliography of resources will be of interest to school administrators and others in the field of education. Most of the information for this guide is drawn from extensive computer searches of such automated databases as the Educational Resources Info. Center (ERIC), PsycINFO, Sociological Abstracts, and Social SciSearch. Items cited are primarily dated from 1982 to March 1987. The guidebook is divided into nine chapters. A brief introduction helps to define each subject area. A few of the topics included are instructional leadership, staff development, supervision and evaluation, and administrative leadership.

New

Clement, L. M., & Rickert, S. T. (1992). ***Effective leadership in student services.*** San Francisco: Jossey-Bass.

Clement and Rickert reveal attributes necessary for successful leadership in student services. Based on a study of over 200 presidents, deans, and directors of student programs, personal qualities such as integrity, commitment, and tenacity are examined. Practical strategies are offered for forging meaningful relationships and dealing with confidentiality and favoritism, budgets, and even campus crises such as protests or the death of a student.

Cohen, M. D., & March, J. G. (1986). ***Leadership and ambiguity.*** 2nd ed. Boston: Harvard Business School Press.

This book examines some general ideas about leadership and ambiguity in the context of the American college president. The 2nd edition adds short commentaries plus brief empirical addenda to the chapters on presidential activities and careers—also an essay on administrative leadership.

Cuban, L. (1988). ***The managerial imperative and the practice of leadership in schools.*** Albany, NY: State University of New York Press.

This author examines how the role of the teacher and school administrator has diverged over recent decades. The gap in the relationship between the activities of each has also contributed to a loss of understanding of their roles in the task of improving what happens in the classroom and throughout schools. In reaction, a somewhat adversarial relationship has developed between teacher and administrator. This author seeks to develop new understandings and to reaffirm the common purposes that exist between these two groups. The author has anchored his premise in professional research, historical studies, and through personal experiences as educator and school administrator.

Dennison, B., & Shenton, K. (1987). ***Challenges in educational management: Principles in practice.*** New York: Nicholas Publishing.

The primary objective of this book is to look at the management skills and qualities of school staff and examine the ways in which these can be fully developed. To accomplish this the authors have attempted a comprehensive survey of management thinking as it applies to schools. The emphasis is on problem solving. Four objectives are extensively discussed: 1) Attributes and skills associated with effective management can be learned; 2) an understanding of the learning methods is essential in acquiring these skills; 3) effectiveness of managers is influenced by insights about themselves and their work; and 4) information gained by learning about management and interpersonal skills can improve performance.

Fisher, J. L., & Tack, M. W. (Eds.). (1988). ***Leaders on leadership: The college presidency.*** San Francisco: Jossey-Bass.

Asked to speak from their own unique perspective, 18 college presidents have consented to write about the characteristics which promote effective, successful leadership. From such institutions as Notre Dame University, Johns Hopkins University, Boston University, and the University of California, each of these past and present leaders writes from his/her personal perspective about the energy, commitment, vision, courage, and personal style demanded of their position. Compiled to function as a sourcebook providing valuable insights about the highest ranks of leadership in educational administration, this text offers a view of the problems and issues from leaders' desktops.

Glasman, N. S. ***Evaluation-based leadership: School administration in contemporary perspective.*** Ithaca, NY: State University of New York Press.

This book moves school leaders and decision-makers toward a new model of operation rooted in evaluation. Through his analysis Glasman integrates important theoretical research and practical considerations with a special emphasis on the role of the school principal as one whose work can enhance student achievements.

Green, M. F. (Ed.). (1988). ***Leaders for a new era: Strategies for higher education.*** New York: American Council on Education/Macmillan Publishing.

Leadership is contextual. A leader is a product of his era, culture, and organizational setting. College and university administrators, faculty leaders, and department chairs face unique leadership challenges due to diminished resources and conflicting constituencies. The context of academic leadership is examined and potential leaders are recommended. New models are offered for the selection and training of leaders who will lead in different capacities, with different backgrounds, different styles, and different skills.

New

Green, M. F., & McDade, S. A. (1991). ***Investing in higher education: A handbook of leadership development.*** Washington, DC: American Council on Education.

Directed to governing boards, chief executive officers, senior administrators, faculty, and others who make decisions about duties, performance, and professional lives of faculty and staff, this book serves as a guide to developing individuals who can lead institutions of higher education in their quest for excellence. It focuses on a very practical question: How can colleges and universities develop leadership capacity and effectiveness to the fullest extent possible? With chapters organized by specific positions (academic deans, department chairs, faculty, etc.), it is well suited for selective reading.

New

Jacobson, S. L., & Conway, J. A. (Eds.). (1990). ***Educational leadership in an age of reform.*** New York: Longman.

This collection of articles addresses the changing role of educational leaders. Three recent waves of educational reform are: reordering priorities, restructuring the teaching profession, and rethinking administrator preparation. Four undercurrents of reform are: empowerment, restructuring school governance, politics, and emerging technologies. These themes are analyzed and integrated to present an agenda for research and educational-leadership development.

Levine, A. (1980). ***When dreams and heroes died: A portrait of today's college student.*** San Francisco: Jossey-Bass.

This volume discusses the results of three Carnegie surveys: parallel studies of thousands of students and faculty in 1969 and 1976 and a smaller sample in 1978 as well as a 1978 interview study at 26 institutions by the author. It summarizes the surveys and suggests that student characteristics since 1900 alternate between periods in which community interest and self-interest predominate, thus reflecting the national mood.

McCauley, C. D. (1990). ***Effective school principals: Competencies for meeting the demands of educational reform.*** Greensboro, NC: Center for Creative Leadership.

Within the next ten years, half of all current principals will retire. The next generation of school principals faces new challenges to meet educational reform. Research on school-based management, teacher empowerment, parental choice, and school-business partnerships was evaluated along with research on corporate management to determine competencies needed by effective school principals. This report serves as a guide for selecting and developing principals who can set direction, motivate, build teams, create networks, and handle pressure.

New

Murphy, J. (1992). ***The landscape of leadership preparation: Reframing the education of school administrators.*** Newbury Park, CA: Corwin Press.

Addressing the question of how best to prepare tomorrow's school leaders, Murphy reviews the strengths and weaknesses of current programs to form a vision about the future of school leadership preparation. He suggests that our infatuation with specialization may prove counterproductive and that we should opt instead for an interrelatedness of curriculum leading to administrators who are competent scholars, teachers, counselors, researchers, field workers, and professional leaders.

National Commission on Excellence in Educational Administration (1987). ***Leaders for America's schools.*** The University Council for Educational Administration, 116 Farmer Building, Tempe, AZ 85287.

The focus of this report is the improvement of educational leadership. Contents include: significant recommendations; a vision of school leadership; what public schools, professional organizations, universities, state policy-makers, federal policy-makers, and the private sector should do; and concluding remarks.

Perlman, B., Gueths, J., & Weber, D. A. (1988). ***The academic intrapreneur: Strategy, innovation, & management in higher education.*** New York: Praeger.

As defined in this book, intrapreneurship is entrepreneurship turned inward; it is the new venture within an organization. The authors have investigated how it works in the academic community. They begin with an overview of the concept of intrapreneurship and its process, then go on to describe the intrapreneurial world. Later chapters examine a model of intrapreneurship and delve further into the meaning and use of intrapreneurship to the growth of organizations. The book concludes with a look at the future possibilities for intrapreneurship. An extensive index and bibliography are included.

Peterson, M. W., & Mets, L. A. (1987). ***Key resources on higher education governance, management, and leadership: A guide to the literature.*** San Francisco: Jossey-Bass.

A valuable reference source for both scholars and practitioners, this new book is a complete overview of the most important literature on leadership, governance, and management in colleges and universities. In addition, a guide to essential writings is provided from the great body of literature on the three fundamental administrative functions of higher education, emphasizing how each of these areas is adapting to meet new demands. Complete bibliographic citations and evaluative annotations are included with all entries.

Schutz, W. (1977). ***Leaders of schools: FIRO theory applied to administrators.*** La Jolla, CA: University Associates.

This study provides the outlines of a theory of administrative personnel, and the directions for the selection and training of institutional managers—directions that are substantially tied to a logical, theoretical system and that have a clear, pragmatic payoff for those who confront selection decisions.

Sergiovanni, T. J. (1990). ***Value-added leadership: How to get extraordinary performance in schools.*** San Diego, CA: Harcourt Brace Jovanovich.

Sergiovanni calls for value-added leadership to improve America's schools from mediocrity to excellence. He suggests that teachers revisit their original commitment and enthusiasm to make a difference for their students and in society. He proposes a framework for administrators to adopt beliefs, values, courage, and persistence to restore the heart and spirit of their systems. Outlined are ways to create opportunities, to demand accountability, to develop a community of colleagues, and to lead with moral authority.

Shakeshaft, C. (1987). ***Women in educational administration.*** Newbury Park, CA: Sage Publications.

In response to the large amount of literature about administrators and the business of school administration, Shakeshaft addresses the special issues and concerns of women as they pursue leadership positions throughout the ranks of higher education. The author attempts to answer such key questions as, "Where are the women managers?" and, "How can we remove the barriers to women's advancement into school administration?" The appendix of the text offers strategies for enlarging women's access to administrative positions. The author also strongly advocates training programs concentrated solely for women in educational administration.

MILITARY

ARTICLES

Adams, J. (1984, **Women at West Point: A three-year perspective.** *Sex Roles, 11*, 525-541.

A longitudinal study compares male and female cadets during the first three years of coeducation at West Point. Results show relative similarity on comparisons of personality variables, but some differences in attitudes towards the rights and roles of women in society.

New
Atwater, L. E., & Yammarino, F. J. (1992). **Does self-other agreement on leadership perceptions moderate the validity of leadership and performance predictions?** *Personnel Psychology, 45*(1), 141-164.

A study of 91 U.S. Naval Academy students and 158 naval officers investigated self and other ratings to predict leadership and measure leader behavior. Those with inflated self ratings and low other ratings were found to possess a lower measurement of leadership behavior. Those with self and other ratings in agreement were found to possess a higher measure of leader behavior.

New
Hoy II, P. C. (1992). **Leadership.** *The Sewanee Review, C*(3), 435-456.

Pat C. Hoy II reflects on his military education and career. As a West Point cadet in the 1950s, he learned to "hive out" life's lessons by seeking the tough answers to unframed questions. In Vietnam, he learned about missions, risk-taking, and commitment. At his 30-year West Point reunion, Hoy sums up his past experiences to gain a vision of the lessons of leadership.

New

McGuire, P. (1983). **Desegregation of the armed forces: Black leadership, protest and World War II.** *The Journal of Negro History, 68*(2), 147-158.

The Selective Service and Training Act of 1940 enabled Blacks to enlist in the armed forces. But they were met with discrimination at many levels: draft rejection, segregated units, segregated training and facilities, lesser assignments. At the urging of Mary McLeod, director of the Division of Negro Affairs, Mrs. Roosevelt persuaded the President to appoint Black advisors to the Selective Service and War Department. These advisors labored throughout World War II on behalf of desegregated units, Black officer selection and training, acceptance of Black blood donations to the Red Cross, and the assignment of Black pilots on combat missions.

New

Pagonis, W. G. (1992). **The work of the leader.** *Harvard Business Review, 70*(6), 118-126.

Lieutenant General William Pagonis led the Army's 22nd Support Command during the Persian Gulf War. His team of 40,000 fed, sheltered, and armed 550,000 military personnel in a harsh desert environment with no preexisting infrastructure. Pagonis compares his personal-growth experiences, hard work combined with opportunity, and the military's pattern for grooming leaders with leadership development in general. Key characteristics for developing leadership skills are: expertise in one area plus experience in many areas, empathy, and knowledge of one's own strengths and weaknesses. It is every leader's responsibility to provide a strong mission, combine centralized control with decentralized execution, and to develop organizations that foster growth in potential leaders.

New

Popper, M., Landau, O., & Gluskinos, U. M. (1992). **The Israeli Defense Forces: An example of transformational leadership.** *Leadership and Organization Development Journal 13*(1), 3-8.

Regular motivation is behavior resulting from perceived rewards, while normative commitment is behavior resulting from values and personal meaning. The Israeli Defense Forces uses leadership training at all levels to build strong normative commitment. Officers learn to meet their followers' basic human needs of personal meaning and identity. The results indicate that followers are more willing to commit personal sacrifices and achieve exceptional goals.

New

Puddington, A. (1991). **Black leaders vs. Desert Storm.** *Commentary, 91*(5), 28-34.

While Blacks comprise 13 percent of the general population in the U.S., they comprised 20 percent of the armed services in Desert Storm. Black Congressional leaders voiced opposition to the war based on disproportionate risk, while Black soldiers reported feelings of respect and equality. Puddington relates the statements of Congressional leaders, Reverend Jesse Jackson, and General Colin Powell about the high number of Blacks in our volunteer military forces.

New

Stevens, G., & Gardner, S. (1987). **But can she command a ship? Acceptance of women by peers at the Coast Guard Academy.** *Sex Roles, 16*(3 & 4), 181-188.

In the Coast Guard, team effort is required to perform necessary tasks: navigating through rough seas, rescuing sailors in peril, apprehending smugglers, and protecting the shores of the U.S. Early studies of Coast Guard males indicated nonacceptance of women leaders in these situations. A more recent study indicated that attitudes are changing. Using two instruments, *Attitudes Toward Women Scale* at a private college and *Attitudes Toward Women in the Military Scale* at the Coast Guard Academy, 222 students indicated that Coast Guard males have increased positive attitudes toward women as leaders.

Turcotte, W. E. (1983). **Leadership vs. management.** *Washington Quarterly, 6*, 46-48.

The author believes a military executive must possess a combination of leadership qualities and effective management skills to solve today's military problems. He suggests ways to go about getting these skills.

BOOKS

Jaques, E., & Clement, S. D. (1991). ***Executive leadership: A practical guide to managing complexity.*** Arlington, VA: Cason Hall.

This book defines what leadership is, who can be a leader, and how managerial leadership affects the success or failure of an organization. Jaques and Clement examine the internal, personal world of human intent and the external world of human interaction in the workplace. They offer five components of capability to evaluate effective and accountable leaders. Examples are drawn from the U.S. Army leadership training and doctrine.

Newman, A. S. (1981). ***Follow me: The human element in leadership.*** Novato, CA: Presidio Press.

Written from the perspective of military command and leadership, the author writes about aspects of managing people. Based upon recollections, anecdotes, and incidents over the 40-plus years of leadership within the U.S. Army. Major General Newman explains what he considers to be three primary aspects of motivating people: "Command Presence"; "Command Techniques"; "Command in Battle." Convincing others to follow is a skill which this author believes dates back to mankind's earliest beginnings. These colorful stories not only offer interesting history, they serve to illustrate how commanders are effective in directing their followers, while encouraging their independent thought and action.

New

Oliver, D., Jr. (1992). ***Lead On! A practical approach to leadership.*** Novato, CA: Presidio Press.

Drawing on years of experience in America's nuclear-powered submarine fleet, Rear Admiral Dave Oliver's leadership successes have far-reaching implications for civilian management. His stories and examples of leadership at work in military situations show how leadership makes individual efforts better and melds individuals into superior teams. The final chapter encapsulates the book with a checklist for leadership effectiveness.

New

Taylor, R. L., & Rosenbach, W. E. (Eds.). (1992). ***Military leadership: In pursuit of excellence.*** 2nd ed. San Francisco: Westview Press.

Contributing authors from within and outside the military compare the special nature of military leadership with the universal concept of leadership in general. In his foreword, Walter Ulmer states that "warfare and the institutions dedicated to the preparation for war give us the richest lode to mine in the quest for understanding . . ., routinely exposing the bedrock of character that underlies leader behavior." Followership, credibility, transition through multiple roles, Blacks in the military, women leaders, and society's expectations are examined. Future leaders can learn from examples of successful and disastrous military leadership.

U.S. Army War College Library. (1987). ***Senior level leadership and command: A selected bibliography.*** Carlisle Barracks, PA: U.S. Army War College Library.

This is a selected bibliography of books, documents, and journal articles which address military leadership and command.

Van Fleet, D. D., & Yukl, G. A. (1986). ***Military leadership: An organizational behavior perspective.*** Greenwich, CT: JAI Press.

Concepts and research from organizational behavior are employed in an effort to further our understanding of military leadership. In addition, a more complex framework for the study of leadership is presented and its utility is illustrated through actual experiences of research based on military samples—from general to specific.

POLITICS

ARTICLES

Burns, J. M. (1977). **Wellsprings of political leadership.** *American Political Science Review, 71*, 266-275.

This paper, presented as the Presidential Address at the American Political Science Association meeting held in Chicago in September 1975, is an exploration of sources of leadership that lie in areas that are to some degree outside the traditional boundaries of political science. It is excerpted and summarized from a larger work in progress.

Burns, J. M. (1980, July/August). **Political leadership in America.** *Center Magazine*, pp. 10-18.

Burns is interested in the relationship between values reduced to purpose, on the one hand, and intended social change, on the other. Leadership can be crucial in bringing about intended social change. He explores political leadership and political conflict by interviewing a number of professors of political science and sociology, directors of institutions, and other prominent leaders.

New

Hastedt, G. P., & Eksterowicz, A. J. (1993). **Presidential leadership in the post Cold War era.** *Presidential Studies Quarterly, 23*(3), 445-458.

World War II and the Cold War, and their subsequent threat to national security, created a need for supreme executive authority in foreign affairs. In *Presidential Government* (1973), Burns defined this need as the "Presidential Government Model of Leadership." After the Cold War, political scientists are considering the possibilities of other models. The "Executive/Party Model of Leadership" emphasizes a Jeffersonian-style of teamwork, majority rule, and party responsibility. The "Executive/Congressional Model of Leadership" emphasizes a Madisonian-style of checks and balance, protection of minority rights, and limited government.

New

Hunt, R. G., & Meindl, J. R. (1991). **Chinese political economic reforms and the problem of legitimizing leader roles.** *Leadership Quarterly, 2*(3), 189-204.

Caught in the cross-current of decentralizing economic power and deconcentrating political power, Chinese enterprise is experiencing significant changes in leadership. Efforts are underway to reduce the Communist Party's role in administrative affairs and to institute a system of managerial responsibility. Surveys of 94 Chinese and 154 American junior managers identify attitudes towards work values, indicating variance in several areas.

Kellerman, B. (1991). **The president abroad: Leadership at the international level.** *Leadership Quarterly*, *2*, 1-7.

Major foreign policy initiatives of Presidents Kennedy, Johnson, Nixon, Carter, and Reagan are discussed. Kellerman reports that three out of five Presidents successfully achieved their foreign policy goals, resulting in their recognition as world leaders. The four tasks that facilitated success are identified as: formulating goals clearly and consistently; employing power, authority, and influence energetically and effectively; motivating domestic and foreign constituencies to follow their lead; and overseeing implementation.

New

Lau, S. (1990). **Institutions without leaders: The Hong Kong Chinese view of political leadership.** *Pacific Affairs*, *63*(2), 191-209.

On July 1, 1997, the control of Hong Kong government will return to China following 150 years of British rule. Lau contends that this will not be a change of government which leaves the political system intact. A 1988 survey of 396 Hong Kong inhabitants cites a common opinion that there is a lack of native leadership. Lau believes that when British leaders leave, the lack of native leadership will cause a breakdown of existing political structures. The trust factor among civil servants, business leaders, legislative council, and other groups is demonstrated in several charts.

New

McCann, S. J. (1992). **Alternative formulas to predict the greatness of U.S. presidents: Personological, situational, and zeitgeist factors.** *Journal of Personality and Social Psychology*, *62*(3), 469-479.

What defines a President as a great leader? Simonton (1988; see below) devised a five-variable formula incorporating years in office, war years, scandal, assassination, and war hero to create a predictor of presidential greatness. Personological variables were added: IQ, drive, wit, tidiness, height, and attractiveness. Three Zeitgeist variables weighted each President's tenure in office. Situational variables weighted events during administrations. The above criteria were used to rank data on 29 Presidents from Washington to Lyndon Johnson.

Morris, T. D. (1984). **Taking charge in Washington.** *Harvard Business Review*, *62*(4), 24-40.

The author discusses the leadership of McNamara, Staats, and Califano while heading federal government positions. To be an effective federal manager one must: bring "zest" for new career experiences, be able to make contributions quickly because of the limited appointment, be effective communicators, have strategies for attaining goals, and develop long-range objectives.

New

Olshfski, D. (1990). **Politics and leadership: Political executives at work.** *Public Productivity & Management Review*, *13*(3), 225-243.

This is not about the bureaucratic politics of getting control of power, policy, or resources. Nor is it about the politics of getting elected to public office. This analysis examines appointed executives and their own perceptions of their work inside partisan environments. They define politics as an understanding of one's environment and knowing how to operate in it. Politics is also the advancing of a particular issue or the gaining of support for a particular person or program.

Rejai, M., & Phillips, K. (1988). **Loyalists and revolutionaries: Political elites in comparative perspective.** *International Political Science Review*, *9*, 107-118.

Based on the examination of 50 well-known revolutionary and loyalist leaders, Rejai and Phillips reveal the results of their comparative analysis of these two political elite populations. Their study examines the historical, situational, social, and psychological condition of these leaders. Questions raised include: Do the two groups differ in social-background attributes, politicization patterns, situational encounters, and psychological dynamics? The study identified cluster traits that applied to both populations. However, at a second level of analysis, traits and characteristics emerged which significantly separated the groups. A list of loyalists and revolutionary leaders is included.

New

Sigelman, L., Sigelman, C. K., & Walkosz, B. J. (1992). **The public and the paradox of leadership: An experimental analysis.** *American Journal of Political Science*, *36*(2), 366-385.

Over the years, polls have questioned the public about their preference for leaders who serve as delegates or leaders who serve as trustees. Time, issues, trust, and acceptance of long-standing policies affected responses. A new study asks, "When [an] elected official's independent judgment conflicts with the desires of his or her constituents, how do people think the official should and will respond?" The study reveals the unavoidable paradox of leaders who are, in reality, followers of their constituents.

Simonton, D. K. (1988). **Presidential style: Personality, biography, and performance.** *Journal of Personality and Social Psychology*, *55*, 928-936.

The author used biographical information on 39 U.S. Presidents as a basis for assessments of presidential style by seven raters. Five basic style dimensions were delineated: interpersonal, charismatic, deliberative, creative, and neurotic. These styles were shown to be related to both objective and subjective indicators of presidential performance.

New

Zoll, D. (1989, Summer). **On political leadership.** *Modern Age, 32*, 215-223.

Zoll contends that the most able, intellectual, and politically talented individuals do not run for the office of President of the United States. Do we, as a society, prefer mediocrity? Or does the role require cleverness over intellect? Zoll suggests that society demands puritanical presidential candidates with no eccentricities. These demands eliminate many intellectuals and innovators who, by their nature, are nonconformists.

BOOKS

Alinsky, S. (1972). ***Rules for radicals.*** New York: Random House.

Alinsky draws on his extensive experience as an organizer of community groups to define areas of emphasis for potential activists and sets forth a method he believes is most successful in effecting social reform. Alinsky weights arguments on means and ends, examines the use of words in influencing people, and describes tactics he found viable and that can be employed to change society.

Broder, D. S. (1980). ***Changing of the guard: Power and leadership in America.*** New York: Simon & Schuster.

This work evolved from a series of extensive interviews with this country's generation of political leaders—those born between 1930 and 1955. Broder shares the views and experiences of this group as well as offering his own thoughts on the men and women who will soon receive "custody of the nation's leadership."

Bullitt, S. (1977). ***To be a politician.*** New Haven, CT: Yale University Press.

Some additional chapters have been added to the initial publication of 1959. These additions are abstract and theoretical issues involved in seeking political candidacy for election. Bullitt muses about life and politics and attempts to relate it to his running for office.

Campbell, C. (1986). ***Managing the presidency: Carter, Reagan, and the search for executive harmony.*** Pittsburgh, PA: University of Pittsburgh Press.

Campbell argues that too many studies of the U.S. chief executives have focused on personalities and styles without adequately taking into account the President's relationship to his advisors and the machinery of the office. Campbell describes the institutional development of the presidency in recent years with particular emphasis on the Carter and Reagan administrations. Campbell draws on interviews with nearly 200 officials, including senior members of the White House staff.

New

Cantor, D. W., Bernay, T., & Stoess, J. (1992). ***Women in power: The secrets of leadership.*** Boston: Houghton Mifflin.

To research the phenomenon of women politicians, the authors interviewed 25 female, high-level, elected officials. They found evidence that empowerment messages, confidence-building, and relationships between mothers and daughters are relevant to a woman's success. With a foreword by Dianne Feinstein, an afterword by Geraldine Ferraro, and interviews with Ann Richards and Pat Schroeder, this book presents the most powerful women in today's political arena as they share their secrets for success.

Cronin, T. E. (1980). ***The state of the presidency.*** Boston: Little, Brown.

Cronin views leadership by a "good ol' boy" (Jimmy Carter) as somewhat of a good thing but has included his ideas about electoral reform and presidential checks and balances.

Czudnowski, M. M. (Ed.). (1983). ***Political elites and social change: Studies of elite roles and attitudes.*** DeKalb, IL: Northern Illinois University Press.

This is part of a two-volume set (*Does Who Governs Matter?*) containing 22 essays drawn from a 1981 conference at Northern Illinois University commemorating the centennial of Gaetano Mosca. The elites discussed in these volumes consist of public officeholders in various nation-states. What is learned about political leaders in these essays has mostly to do with their social backgrounds and with changes therein over time, their career patterns, and some of their political attitudes.

Dye, T. R. (1983). ***Who's running America? The Reagan years.*** 3rd ed. Englewood Cliffs, NJ: Prentice-Hall.

This work focuses on the decision-making power of persons in corporate, government, and public-interest institutions. Biographical and structural data are presented and analyzed to substantiate Dye's assertion of interaction between private and public elites regarding national decision making.

Dye, T. R. (1986). ***Who's running America? The conservative years.*** 4th ed. Englewood Cliffs; NJ: Prentice-Hall.

This is a revised edition of *Who's running America?: The Reagan years.*

Folkertsma, M. J., Jr. (1988). ***Ideology and leadership.*** Englewood Cliffs, NJ: Prentice-Hall.

From four modern political ideologies, American Liberalism, Marxism, Fascism, and Islamic Fundamentalism, the author has selected seven political leaders who exemplify and embody the essence of these ideologies. The leaders surveyed are: James Madison, Franklin D. Roosevelt, Martin Luther King, Jr., Joseph Stalin, Mao

Zedong, Adolf Hitler, and Ruhollah Khomeini. It is the author's goal to "explain what these leaders believe, how they acted upon their beliefs, what difference it made to their country and where relevant, to the world about them."

New

Genovese, M. A. (Ed.). (1993). ***Women as national leaders.*** London: Sage Publications.

Historically, most political leaders have been men. Since World War II, a few women have emerged as heads of national government and have given researchers an opportunity to study gender and political leadership. Contributing authors focus on seven women leaders: Golda Meir, Indira Gandhi, Margaret Thatcher, Isabel Peron, Corazon Aquino, Benazir Bhutto, and Violeta Chamorro. Each case of a woman's rise to power traces her encounters with obstacles and the skills acquired to circumvent them.

Greenstein, F. I. (Ed.). (1988). ***Leadership in the modern presidency.*** Cambridge, MA: Harvard University Press.

The author acknowledges two premises which underlie the leadership of the nine Presidents that have held office during the past 56 years. First, Presidents influence public policy, and, second, the impact of their presidency is a function of their personal leadership qualities. In chapters 1 through 9, scholars on each of the Presidents from Franklin Roosevelt through Ronald Reagan provide insight into the nature of each President's leadership qualities and discuss the impact these qualities have had on policy-making decisions. Drawing on the material presented for each President, Greenstein concludes with his own analysis and observations on modern presidential leadership.

New

Haas, E. F. (1988). ***Political leadership in a southern city: New Orleans in the progressive era, 1896-1902.*** Ruston, LA: McGinty Publications.

Although urban political machines rarely characterize the South, rapid population growth and ethnic diversity based on an influx of immigrants and Blacks drove turn-of-the-century New Orleans to preserve White supremacy and Democratic party control. The author sheds light on the ensuing power struggle and how Regular Democrats organized working-class Whites and immigrants into tight-knit wards and precincts to dominate the more reform-minded business and professional Citizens' Leaguers until the advent of Huey Long in 1928.

Halberstam, D. (1979). ***The powers that be: Time, CBS, Washington Post, New York Times.*** New York: Alfred A. Knopf.

The subject is the growing influence of the media on American political life. Halberstam examines five great corporations (CBS, LA Times, Time, Washington Post, NY Times).

Hunter, F. (1959). ***Top leadership, U.S.A.*** Chapel Hill, NC: University of North Carolina Press.

This series of studies is an array of logical statements compounded of research abstractions; the exploration of the hypothesis that a power structure exists in concretely definable terms at the national level of affairs was a theoretical position that guided the research in part. Actual visits with national leaders, observations of them, and analysis of their statements and behavior in relation to each other support the presentation of the research.

Kellerman, B. (Ed.). (1986). ***Political leadership.*** Pittsburgh, PA: University of Pittsburgh Press.

This is a sourcebook for the study of political leadership. All of the essays address some aspect of leadership, yet among the authors are philosophers, psychologists, sociologists, political scientists, historians, mythologists, literary figures, activists, and public officials. The collection is particularly rich in political psychology—work that explicitly connects political life to the psychology of individuals and groups.

McFarland, A. S. (1969). ***Power and leadership in pluralist systems.*** Stanford, CA: Stanford University Press.

This book creatively synthesizes all relevant works on the nature of power in pluralist systems including such diverse works as Dahl's *Who Governs?* (1961), K. Mannheim's *Ideology and Utopia* (1936), and Easton's *The Political System* (1953). It is an analysis of the differing approaches to problem solving in the political arena.

Neustadt, R. E. (1990). ***Presidential power and the modern presidents: The politics of leadership from Roosevelt to Reagan.*** Rev. ed. New York: Free Press.

The President is vested with the powers of our country's highest office. How does he make those powers work for him? Neustadt defines power and politics: what it is, how to get it, how to keep it, how to lose it. This revised edition reexamines Franklin Roosevelt, Truman, and Eisenhower and then examines Kennedy, Johnson, Nixon, Ford, Carter, and Reagan. It is intended as a learning device for corporation presidents, union leaders, clergy, and students of government and politics.

Neustadt, R. E., & May, E. R. (1986). ***Thinking in time: The uses of history for decision-makers.*** New York: Free Press.

This is a book about time and high-level political actions, but it is not a book on time management. The authors' focus is time past, and they offer stories and suggest tools with the hope that they can illustrate "how to use experience, whether remote or recent, in the process of deciding what to do today about the prospect for tomorrow."

Sheehy, G. (1988). ***Character: America's search for leadership.*** New York: William Morrow.

Well known for her previous works, *Passages* (1976) and *Pathfinders* (1982), Gail Sheehy profiles the top political figures of our recent past and on the current scene. In an effort to reveal the elements of leadership and character which propel one to the top, Sheehy has chosen such men as Jesse Jackson, Bob Dole, Gary Hart, Mike Dukakis, and George Bush. Each individual's profile is presented in a clear, if not always flattering, light. As the author puts it, "Readers should feel the same cold slap of insight, awakening them from conventional thinking, that I feel each time I study the character of a leader as it has developed."

New

Shogan, R. (1991). ***The riddle of power: Presidential leadership from Truman to Bush.*** New York: Dutton Book.

For the past 50 years, the President of the United States has been both the most powerful man in the world and a figure of doubtful authority in the U.S., struggling with broken promises, failed policies, and political deadlock. Shogan examines the ideology, values, and character of nine postwar Presidents and the events that marked their terms. Written from the perspective of a Washington political journalist, this book explores "how the individual shapes the presidency and how the presidency provides the ultimate revelation of the man."

Simonton, D. K. (1987). ***Why presidents succeed: A political psychology of leadership.*** New Haven, CT: Yale University Press.

This book examines the four standards of presidential success: success in presidential elections, popularity in the polls, performance in the White House, and presidential greatness. As a political psychologist, the author looks at the presidency and the appearance of personal qualities that may contribute to effective leadership. Such factors as attitudes, intelligence, childhood experiences, age, environment, motivation, and cognitive style are measured in winning an election, acting as commander-in-chief, and carrying out legislative programs. The author's use of empirical methods to analyze the relationships of traits to effective leadership lend credibility to his conclusions.

Thompson, K. W. (Ed.). (1985). ***Essays on leadership: Comparative insights.*** Lanham, MD: University Press of America.

Six studies of important world leaders, including Winston Churchill, Dwight Eisenhower, and Adlai Stevenson, are presented. Their direction has had a lasting effect, especially on leadership in the Cold War. Each essay looks at the background, philosophy, and charisma of these very different leaders from across the world. The purpose is to draw out principles of leadership by focusing on the political practices of these statesmen. A thoughtful reflection and a review of the historical facts dominate these essays.

Tucker, R. C. (1981). ***Politics as leadership: The Paul Anthony Brick lectures.*** (11th series). Columbia, MO: University of Missouri.

Based on a series of lectures delivered in 1980, this book examines the traditional way political scientists and political philosophers have viewed the nature of politics, specifically the view that politics is an exercise of power.

Warren, R. P. (1960). ***All the king's men.*** New York: Random House.

This novel was later adapted as a play. The events take place in an unnamed state of the Deep South. The setting is a building site for the dedication of a new hospital. The plot revolves around the rise of a man named Willie Stark. He is looked upon as a hero of his community, having risen out of poverty to become the political leader in his state and region. A man known for getting things done, he builds new roads, bridges, and buildings. Underlying these concrete achievements, though, is deceit, manipulation, and corruption. Through the descriptions provided by the narrator, Jack Burden, a community learns of their leader's moral crimes.

Willner, A. R. (1984). ***The spellbinders: Charismatic political leadership—A theory.*** New Haven, CT: Yale University Press.

The author has attempted to unravel and explain the spells exerted by political leaders who have succeeded in inspiring, swaying, or seducing multitudes and holding their minds and emotions in control. This work was originally begun in 1964 as a comparative study of the leadership strategies of Sukarno, Nasser, and Nkrumah. Weber's concept of political charisma is used as the general theme relating these three leaders.

PUBLIC SERVICE AND GOVERNMENT

ARTICLES

New

Guy, M. E. (1993). **Three steps forward, two steps backward: The status of women's integration into public management.** *Public Administration Review, 53*(4), 285-292.

Guy outlines the pattern of women's integration into public management and contrasts it to women's integration into society at large. High or low opportunity, power, and numerical representation combine to produce self-perpetuating cycles. Career development, workplace policies, personal background, family obligations, and mentoring are factors which explain women's periodic surges forward and periodic lack of progress into public management and management in general.

New

Heimovics, R. D., Herman, R. D., & Jurkiewicz, C. L. (1993). **Executive leadership and resource dependence in nonprofit organizations: A frame analysis.** *Public Administration Review, 53*(5), 419-427.

Political and funding challenges in nonprofit organizations create complex and volatile administrative responsibilities. Responsibility for obtaining needed resources is often beyond the scope of the board and falls to the chief executive, giving the executive a position of centrality. Research using a multiple-frame orientation, including structural, human-resource, political, and symbolic frames, coded data from 52 executives in successful and unsuccessful events. Results indicated that executives who effectively use a political frame have greater success in mobilizing constituencies, forming coalitions, creating obligations, negotiating, and bargaining.

New

Lorentzen, P. (1992). **Public leadership 1986-1992: So what's different?** *Public Manager, 21*(3), 31-33.

In comparing and contrasting The Public Manager's 1992 leadership forum with that of 1986, Lorentzen outlines some interesting differences. The first is a move away from political ideology with greater emphasis on working together effectively. The second explores the pervasive influence of total quality management in leadership and management practices. As we move toward the 21st century, the way we perceive power and authority must be revised. Power must be used to inspire others, authority employed to help others learn and develop, and leadership viewed as belonging to the team and not the individual.

New

Morgan, D. R., & Watson, S. S. (1992). **Policy leadership in council-manager cities: Comparing mayor and manager.** *Public Administration Review, 52*(5), 438-446.

A 1987 International City Management survey analyzed the leadership roles and relationships of mayors and managers in 1,500+ council-manager cities. Power was measured by responsibilities such as: appointing department heads, veto rights, preparing budgets, preparing agendas, and conferring with community leaders. Also considered were roles, such as: ceremonial representative, media representative, negotiator, and policy director. It was determined that most mayor-manager relationships worked closely as a team, with mayors dominating in larger cities and managers dominating in smaller cities.

New

Nutt, P. C., & Backoff, R. W. (1993). **Transforming public organizations with strategic management and strategic leadership.** *Journal of Management, 19*(2), 299-347.

Public-sector organizations are under pressure to initiate changes in their missions and practices. At the same time, their agencies are often politically protected or riddled with inertia. Nutt and Backoff outline strategic management and leadership approaches in actual cases of transformation in a public library, a state bureau of worker's compensation, and other public sector organizations.

New

Pavlin, I. (1989). **Determinants of leadership and entrepreneurial management in public enterprises in developing countries.** *Public Enterprise, 9*(3-4), 239-269.

How does a leader influence the performance of public enterprise? Determinants are: the economic and political environment of the country involved, the personality characteristics of the leader, the structure of the organization, and the leader's relationships within and outside the organization. This paper presents various leadership theories, cultural determinants, and a comparison of private and public entrepreneurial styles.

New

Sherwood, F. P. (1992). **Institutionalizing executive development and attendant problems.** *Public Productivity & Management Review, 15*(4), 449-461.

Because of high costs and the limited audience they serve, executive-development programs are highly vulnerable. Comparing state leadership programs in Virginia, Texas, and North Carolina, Sherwood suggests that gubernatorial support makes the difference between success and failure. Getting top-level executives as participants and a leader with expertise in public-sector management create an aura of success. Universities are important resources for collaboration.

Sudanowicz, E. (1989). **A field perspective on the PMI program.** *The Bureaucrat, 18*(1), 53-58.

Sponsored by the Office of Personnel Management, the Presidential Management Intern program is a federally funded program aimed at selecting some 400 highly qualified master's degree graduates and placing them in federal career fields. This article gives an overview of the program, as well as addresses the motivational qualities and areas of personal commitment that are required for work in the public sector. The article is intended for graduate students but should also be useful to educators working with student leaders interested in public-service careers.

New

Van Wart, M. (1993). **Providing a base for executive development at the state level.** *Public Personnel Management, 22*(2), 269-282.

Four levels of training and development—employee, supervisory, management, and executive—have different needs, commitment issues, design concerns, and evaluation problems. Management-development programs must be sophisticated, integrating theory and practical examples. Executive-development programs are often expensive and handicapped by time pressures. Both levels of programming need to focus on interpersonal and conceptual skills. Existing state programs for managers and executives are briefly described with emphasis on their relationship to the overall human-resource-development system.

BOOKS

New

Behn, R. D. (1991). ***Leadership counts: Lessons for public managers from the Massachusetts welfare training and employment program.*** Cambridge, MA: Harvard University Press.

The author examines the first five years of the Massachusetts WIN program, ET CHOICES, which in 1988 was able to successfully achieve its goal to educate, train, and place into jobs 50,000 welfare recipients. Not a historical chronicle of the program, the book instead attempts to extract from the program lessons about public management. Behn's analysis spans the spectrum of managerial tasks—from the responsibility to create and communicate a public mission to the more mundane problem of motivating individuals to accomplish specific tasks.

Cleveland, H. (1972). ***The future executive: A guide for tomorrow's managers.*** New York: Harper & Row.

The author addresses aspirants to positions of responsibility in government, business, or the professions and succinctly outlines the attributes necessary for the successful executive. Cleveland draws on his extensive experience to set forth the ramifications of the argument that the future will see the emergence of public, parapublic, and private systems organized along consensual or collective terms of increasing complexity.

New

Denhardt, R. B., & Stewart, W. H. (1992). ***Executive leadership in the public service.*** Tuscaloosa, AL: The University of Alabama Press.

This collection of essays commissioned in memory of University of Alabama professor Coleman B. Ransone, Jr., explores the important link between executive and administrative levels in the public sector. Striking a reasonable balance between leadership in the abstract and specific power centers, the essays address such topics as political professionalism, presidential and gubernatorial persuasiveness, developmental perspectives on public leadership, and finding new professionalism in city management.

Doig, J. W. (1987). ***Leadership and innovation: A biographical perspective on entrepreneurs in government.*** Baltimore, MD: Johns Hopkins University Press.

This book is about men and women who have held top positions in public organizations. From these positions, each individual made a mark on the world, an innovative change; they each had an influence on what his or her office did. In brief, they fashioned formal authority into effective influence. Using a biographical approach, the authors have selected a number of extraordinary government leaders. Profiles include: "David Lilienthal and the Tennessee Valley Authority"; "Admiral Hyman Rickover: Technological Entrepreneurship in the U.S. Navy"; "The Politics of Art: Nancy Hawks and the National Endowment for the Arts."

Fairholm, G. W. (1991). ***Values leadership: Toward a new philosophy of leadership.*** 1991 ed. New York: Praeger.

How can government attain excellence while confronted with such problems as multiple goals, complex organizational structure, and enormous physical and scheduling coordination? In government, group dynamics involves citizen-consumers, executives, administrators, legislators, employees, and the media. This book proposes a new values-driven, change-oriented, and developmental leadership for government. Chapter 2 reviews current and past leadership theories and their applications in public bureaucracies.

Garner, L. H., Jr. (1989). ***Leadership in human services: How to articulate and implement a vision to achieve results.*** San Francisco: Jossey-Bass.

This book addresses the unique demands imposed on leaders working in the field of human services. Drawing on case studies and based on the principles of "result-oriented management," the author outlines how human-services practitioners must learn to articulate a vision and then translate their vision into specific objectives.

Hein, E. C., & Nicholson, M. J. (1986). ***Contemporary leadership behavior: Selected readings.*** 2nd ed. Boston: Little Brown.

Written for practicing professional nurses, the 48 articles included in this work—all written by known leaders in the field of nursing—delve into the origins of professional nursing, with an accent on the use of leadership in clinical practice. The intention is to help nurses cultivate and hone their leadership skills. The book starts with a section on the culture of nursing. Subsequent readings identify needed leadership skills: power, assertiveness, mentoring, and more. Later sections offer thoughts on the future, especially the technological, economic, and social changes that will affect the nursing profession during the coming 25 years.

New

Lynch, R. (1993). ***Lead! How public and nonprofit managers can bring out the best in themselves and their organizations.*** San Francisco: Jossey-Bass.

Managers are often so overwhelmed by everyday tasks that they forget the more fundamental task of leadership. Lynch describes how the leadership role transcends managerial tasks and explains how public and nonprofit leaders can enhance their organizations through bringing out the best in themselves, their organizations, and their people. Case studies are used to illustrate how managers can optimize their personal influence, establish a sense of collective purpose, design jobs that reward employees for meaningful tasks, create a more streamlined organizational structure, foster and sustain meaningful values, keep employees hopeful in hard times, and create a positive organizational climate.

Selznick, P. (1983). ***Leadership in administration: A sociological interpretation.*** Berkeley, CA: University of California Press.

This book has become a classic in the art of executive leadership. Selznick's reminder that the true exercise of leadership transcends a concern with mere efficiency is even more appropriate in today's era of quasiscientific thought about organizations.

Van Til, J. (Ed.). (1990). ***Critical issues in American philanthropy: Strengthening theory and practice.*** San Francisco: Jossey-Bass.

Sponsored by the American Association of Fund-Raising Counsel Trust for Philanthropy, this book provides the insights of leading authorities on theory and practice of philanthropy. It is a comprehensive, in-depth report on the legal, ethical, financial, social, and managerial issues confronting the growing number of nonprofit organizations providing human services. Practical advice is offered for fund-raisers to meet new challenges in raising and giving money.

New

Young, D. R., Hollister, R. M., Hodgkinson, V. A., et al. (1993). ***Governing, leading, and managing nonprofit organizations: New insights from research and practice.*** San Francisco: Jossey-Bass.

The 1991 Spring Research Forum, cosponsored by INDEPENDENT SECTOR, the United Way Strategic Institute, and the Mandel Center for Nonprofit Organizations, examined current research on management and leadership in nonprofit organizations. Board structure and functions, missions, board-staff relations, volunteerism, resource development, public policy, and managing change were the major topics of discussion. The authors of this book are the scholars, educators, and practitioners who shared their research at the forum.

LEADERSHIP PROCESSES AND SKILLS

GENERAL WORKS

ARTICLES

New

(1993, December 25). **Good guru guide: Take me to your leader.** *The Economist*, pp. 21-26.

The Economist humorously states that the guru profession has become overcrowded. To separate the seers from the charlatans, the writers provide a guide of today's most popular gurus and rate them on the following qualities: influence, originality, intellectual coherence, and the devotion of followers. On the list are Tom Peters, Peter Drucker, Rush Limbaugh, and assorted business notables, scientists, economists, philosophers, and academicians.

Adair, J. E. (1983, June). **The building blocks for good leadership.** *International Management*, pp. 38-47.

Adair is promoting the idea that while there are some natural leaders, many more must be taught leadership skills. The skills needed for leadership traits can grow out of basic human qualities. Qualities he suggests developing are: integrity, leadership by example, willingness to go out in front, and some creative imagination. A ranking of attributes by top-level management is included in the article.

Atwater, L. E. (1988). **The relative importance of situational and individual variables in predicting leader behavior: The surprising impact of subordinate trust.** *Group & Organization Studies, 13*, 290-310.

Drawing on earlier studies, Atwater's research assesses "the relative influence of personality traits of leaders, job characteristics, expectations of supervisors and subordinates, and trust and loyalty upward upon leader behavior." Examining 98 triads, composed of a first-line supervisor, the supervisor's immediate supervisor, and one or two subordinates, the research revealed that subordinates' levels of trust and loyalty toward leaders were predictive of supportive leader behavior and that personality traits were predictive of demanding leader behavior. The importance and positive results of developing an atmosphere of trust and loyalty are examined.

Avolio, B. J., Waldman, D. A., & Yammarino, F. J. (1991). **Leading in the 1990s: The four Is of transformational leadership.** *Journal of European Industrial Training, 15*(4), 9-16.

Transformational leaders promote change to stay competitive. They influence their followers by practicing the four Is: *Individualized consideration* is listening, nurturing, and mentoring followers. *Intellectual stimulation* is using reason to solve problems and valuing followers' creative contributions. *Inspirational motivation* is generating enthusiasm, setting an example as a hard worker, and remaining optimistic through times of crisis. *Idealized influence* is building confidence and trust, achieving desired results, and serving as a behavioral role model.

New

Bigelow, J. (1992). **Developing managerial wisdom.** *Journal of Management Inquiry, 1*(2), 143-153.

Wisdom is an elusive concept, difficult to define and often not addressed in management-development programs. As a management educator, Bigelow strives to incorporate issues regarding wisdom into his courses. In this article, he examines historical attitudes through quotations from high-achievers and classic literature. He examines personal growth from naivete to wisdom and offers a model of wisdom development.

New

Campbell, D. (1993). **Good leaders are credible leaders.** *Research Technology Management, 36*(5), 29-31.

Credibility is defined as being believable and worthy of trust and is considered the most significant determination of good leadership. A study of 55 R&D managers, using self and other Campbell Leadership Index assessments, indicates that R&D managers are more credible than average managers. But in some cases a considerable gap exists between self and other ratings. Adjectives describing credible managers are: *considerate, cooperative, optimistic, resilient,* and *well-adjusted.* Adjectives describing those with low credibility are: *cynical, depressed, moody, sarcastic,* and *self-centered.*

Chary, S. N. (1990). **New concepts in leadership effectiveness.** *Leadership and Organization Development Journal, 11*(2), i-iii.

Chary recommends a new model of the effective leader. Important characteristics are commitment to the task at hand and clarity of goals. A leader's style depends on subordinates' commitment and perception of goals, and on the organizational and social environments. A leader's style changes with new tasks, different subordinates, different environments, and changes in commitment.

New

Covey, S. R. (1992). **Transforming a swamp.** *Executive Excellence, 9*(4), 3-5.

Using principle-centered leadership, an organization can transform itself from a "swamp culture" based on adversarialism, legalism, protectionism, and politics to the benefits of an "oasis culture" based upon natural laws or principles. The process is natural and orderly, requiring a long-term commitment to the principles of transformation. The keys are long-term thinking and commitment to developing relationships.

New

Evans, P. (1992). **Developing leaders and managing development.** *European Management Journal, 10*(1), 1-9.

Evans divides leaders into two groups: experts who lead by technical authority and generalists who lead by management skills. Cross-functional mobility, or transferring technical experts into management positions, creates layered career development. By learning to delegate technical functions, a leader can be free to build the business, tackle the competition, and improve organizational performance. Evans determined that successful leaders use their first 100 days to actively listen to subordinates, build relationships, develop goals, and test alternative plans.

New

Hackman, M. Z., Hills, M. J., Furniss, A. H., & Paterson, T. J. (1992). **Perceptions of gender-role characteristics and transformational and transactional leadership behaviours.** *Perceptual and Motor Skills, 75*, 311-319.

Using the leadership model of Bass (1985) and the gender model of Bem (1974), this study compares perceived gender-role characteristics with two leadership styles. A questionnaire was answered by 71 men and 82 women students enrolled in an undergraduate management course. Results indicate that transformational leadership requires a balance of masculine traits, such as task awareness, and feminine traits, such as interpersonal awareness.

Kets de Vries, M. F. R. (1989). **Leaders who self-destruct: The causes and cures.** *Organizational Dynamics, 17*(4), 5-17.

The author identifies three psychological forces (transference, fear of success, and isolation from reality) which may occur when an individual assumes a position of leadership. Aggressive behavior, paranoid reaction, depression, and substance abuse are among the stress reactions discussed. To prevent the occurrence of harmful reactions, the author suggests that executives learn to identify potential signs of trouble and that board members take an active role in noting warning signs; he also recommends that executives have access to training programs which provide nonthreatening environments for individuals to discuss their working experiences.

New

Kiechel, W., III. (1992). **The leader as servant.** *Fortune, 125*(9), 121-122.

Twenty years after Greenleaf's "The servant as leader," Kiechel reexamines and redefines the role of servant leaders in more proactive language. Servant leaders take people and their work seriously, finding initiatives and direction in group goals and a willingness to share in mistakes and pain. Servant leaders maintain and blend their own vision with those of their subordinates. In addition, servant leaders are self-effacing, do not glorify leadership, and do see themselves as stewards, adopting a long-term perspective.

Latham, G. P., Cummings, L. L., & Mitchell, T. R. (1981). **Behavioral strategies to improve productivity.** *Organizational Dynamics, 9*(3), 4-23.

Inevitably, employee performance problems create productivity problems. Strategies for dealing with both involve defining performance behaviorally, training managers to reduce rating errors, setting specific goals, and offering positive consequences for performance improvement.

Manz, C. C., & Sims, H. P., Jr. (1981-82). **Social learning theory: The role of modeling in the exercise of leadership.** *Journal of Organizational Behavior Management, 3*(4), 55-63.

Modeling is defined as the natural learning that occurs from observation and imitation of role models. Research results and implications for modeling as a means to exercise leadership are discussed.

McCall, M. W., Jr., & Lombardo, M. M. (1983, February). **What makes a top executive?** *Psychology Today*, pp. 26-31.

This article looks at reasons why executives were derailed: inability to adapt to a new boss, overdependence on a mentor, inability to think strategically, and failure to staff effectively. The authors further compare the behavioral differences between the arrivers (people who make it to the top) and the derailers.

New

Mumford, M. D., Gessner, T. L., Connelly, M. S., O'Connor, J. A., & Clifton, T. C. (1993). **Leadership and destructive acts: Individual and situational influences.** *Leadership Quarterly, 4*(2), 115-147.

A leader's personality, values, and beliefs affect decision making, organizational goal-setting, and long-term performance. Situational forces may exert a strong influence on destructive acts, but an individual chooses whether to act destructively. A study reveals characteristics which contribute to destructive behavior: low self-esteem, negative belief in humanity, lack of empathy, narcissism, self- aggrandizement, fear, dominant power motives, and social alienation.

Nanus, B. (1986). **Leadership: Doing the right thing.** *Bureaucrat, 15*(3), 9-12.

This article explores the differences between leadership and management. Findings from interviews with 90 well-known leaders from business and the public sector led to the formulation of four major skills shared by effective leaders: a results orientation, articulating and communicating meaning, earning trust by taking stands and sticking to them, and knowing one's own strengths and weaknesses.

New

Nanus, B. (1992). **Visionary leadership: How to re-vision the future.** *Futurist, 26*(5), 20-25.

Leaders must be committed to their vision, but they must be equally committed to meeting change. Nanus offers suggestions which help leaders devise and revise visions. He recommends that leaders (1) recruit a vision task force, (2) be realistic, (3) reduce the possibility of unpleasant surprises, (4) be on the lookout for organizational inertia, (5) concentrate on things other than bottom line, (6) be flexible and patient in implementing the vision, and (7) never become complacent.

Posner, B. Z., & Kouzes, J. M. (1988). **Relating leadership and credibility.** *Psychological Reports, 63*, 527-530.

Posner and Kouzes' research reports a relationship between leadership and credibility. Their sample consisted of responses from 998 subordinates of 146 managers. Three dimensions of credibility (trustworthiness, expertise, and dynamism) were correlated with the behaviorally based *Leadership Practice Inventory*. Five dimensions comprise the inventory: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart.

New

Powers, A. (1991). **The effect of leadership behavior on job satisfaction and goal agreement and attainment in local TV news.** *Journalism Quarterly, 68*(4), 772-780.

A study of 111 Midwestern broadcasting affiliates tested worker satisfaction, goal agreement, and goal attainment. News directors used both relationship- and task-oriented behavior depending on the situation. Task-oriented management was more often associated with goal agreement. Relationship-oriented management was more often associated with job satisfaction and goal attainment.

Reinharth, L. (1978). **The missing ingredient in organization theory.** *Advanced Management Journal, 43*(1), 14-24.

This article shows how to pinpoint the "key leaders" in an organization and discusses what attributes key leaders in stable versus growth organizations should have. It affirms that key leadership is the crucial factor in giving or changing the direction of an organization.

New

Rodrigues, C. A. (1993). **Developing three-dimensional leaders.** *Journal of Management Development, 11*(3), 4-11.

Rodrigues proposes that three basic leadership styles are required for the varying situations encountered by leaders on a daily basis. The innovator is dominated by a need for achievement, exhibits entrepreneurial behaviors, is a nonconformist, and performs well in a start-up or crisis situation. The implementor is assertive, confident, a systematic and methodical planner, and brings necessary structure for growth and renewal. The pacifier maintains the status quo and offers support and development to staff. Rodrigues shares a questionnaire for measuring leadership abilities in each of these three styles.

New

Stumpf, S. A. (1988). **Leadership and beyond: The need for strategic management skills.** *Advances in Strategic Management, 5,* 245-261.

The Management Simulations Projects Group (MSP) at New York University observed, interviewed, and tested 1,424 executives. Analyzing behaviors, language, and concepts used, researchers identified core competency skills required by managers at all levels and strategic skills required by management at senior levels. Strategic skills include: knowing the market, managing rivalry, finding and solving problems, staying on strategy, entrepreneurship, and accommodating adversity.

New

Stumpf, S. A., & Mullen, T. P. (1991). **Strategic leadership: Concepts, skills, style and process.** *Journal of Management Development, 10*(1), 42-53.

Based on teaching experience, research, observation, and discussions with thousands of managers, the authors have identified four elements of strategic leadership. The first element includes the concepts of mission, vision, and strategy. The second element includes skills and competencies, knowing the market, and overcoming threats. Personal style and the process of strategic leadership make up the final element. In a metaphor, each element represents a leg supporting the table that holds a business plan. With any leg missing, the table is not supported.

Watson, C. M. (1983, Autumn). **Leadership, management and the seven keys.** *McKinsey Quarterly*, pp. 44-52.

Recent research has suggested that managers and leaders are basically different types. In terms of the McKinsey 7-S model, the typical manager is seen as overrelying on the "hard" Ss (strategy, structure, and systems), while the superior leader masters the "soft" Ss (style, skills, staff, and shared values) to galvanize his organization into long-term performance.

New

Zaccaro, S. J., Gilbert, J. A., Thor, K. K., & Mumford, M. D. (1991). **Leadership and social intelligence: Linking social perspectives and behavioral flexibility to leader effectiveness.** *Leadership Quarterly: Special Issue: Individual Differences and Leadership: I, 2*(4), 317-342.

Successful leaders have two characteristics of social intelligence: social perceptiveness and behavioral flexibility. This paper proposes that those who are considered successful leaders a) have increased knowledge structures regarding people and situations; b) better understand and respond to the critical social elements of organizational problems; and c) grasp more quickly the implications of social affordances inside and outside the organizational environment.

New

Zimmerman, J. H. (1993). **The demand of the future: "The complete executive."** *Human Resource Management, 32*(2 & 3), 385-397.

To deal with rapid technological change and increased information availability, executives of the future must combine leadership and management competencies. This complete executive will provide an organizational roadmap and motivate employees to maximize their contributions at every level of the organization. Zimmerman recommends setting aside time for reflection, to gain understanding of one's self and others.

BOOKS

New

(1993). ***The learning imperative.*** Boston: Harvard Business Review Book.

Constant change, shifting markets, technological evolution, and organizational innovation are creating a turbulent business environment. One source of corporate stability is to exploit change before competitors do, learn from the environment, discard old ways of doing things, and create effective new strategies. Fifteen articles from *Harvard Business Review* provide theories and examples of learning organizations. Honda, Motorola, Wal-Mart, Swatch, Xerox, and others exemplify organizational commitment to learning.

Agor, W. H. (Ed.). (1989). ***Intuition in organizations: Leading and managing productively.*** Newbury Park, CA: Sage Publications.

Intuition is not magical or paranormal. It is a brain skill integrating physical, emotional, mental, and spiritual functions. Executives use intuition to create visions, make decisions, predict trends, and solve problems. The *Agor Intuitive Management Survey* evaluates individual intuition level. Charts compare national norms by management level, sex, ethnic group, and occupation. Case studies, practical guidelines for developing intuitive skills, and an agenda for future research are included.

Autry, J. A. (1991). ***Love and profit: The art of caring leadership.*** New York: William Morrow.

A workplace is a neighborhood with interpersonal relationships and the full range of human emotions. A manager who creates a caring environment has employees who grow personally, contribute creatively, and share in the psychic and financial rewards of a job well done. Autry's 28 years of management experience and his poems emphasize success through love and caring. "The more people you take with you, the faster you'll get there and the longer you'll stay."

Bellingham, R., & Cohen, B. (1989). ***Leadership: Myths and realities.*** Amherst, MA: Human Resource Development Press.

Bellingham and Cohen explore ten myths of old-style leadership and organizational effectiveness. They then offer ten corresponding realities of new-style leadership for comparison. Trends indicate that managers are progressing from doing more to doing better. New leadership skills include thinking creatively, initiating strategic change, and doing the right things right. "Individuals with new ideas and access to information will be the resources of prominence."

Bennis, W. G. (1989). ***Why leaders can't lead: The unconscious conspiracy continues.*** San Francisco: Jossey-Bass.

"What prevents leaders from taking charge and making changes?" Bennis writes here about the dark side of leadership, especially the problems a leader encounters in attempting to take charge of an organization. He believes we are presently lacking any true leaders. By the author's definition true leaders embody six important virtues: integrity, dedication, magnanimity, humility, openness, and creativity.

New

Benton, P. (1990). ***Riding the whirlwind: Benton on managing turbulence.*** Cambridge, MA: Basil Blackwood.

Benton contrasts today's turbulent environment with historical periods of struggle and change. He examines the leadership skills which brought us from feudalism to the Renaissance to the industrial revolution and those which will take us to the next frontier. Leadership through turbulence requires a calm intellect and a dedication to humane values. Those who can understand new conditions will be the innovators of new approaches and will emerge as the successful leaders of the future.

Biehl, B. (1989). ***Increasing your leadership confidence.*** Sisters, OR: Questar Publishers.

Biehl's definition of leadership is "knowing what to do next, knowing why that's important and knowing how to bring the appropriate resources to bear on the need at hand." Each of the 30 chapters features a common denominator that outstanding leaders share. Biehl poses questions for the reader's self-evaluation and suggests action to get on a leadership track. Common denominators include attractiveness, confidence, creativity, discipline, personal organization, self-motivation, and balance. Coping skills allow a leader to deal with change, failure, and pressure.

Blanchard, K., & Johnson, S. (1982). ***The one minute manager.*** New York: William Morrow.

A brief presentation of how people produce valuable results and feel good about themselves, the organization, and the other people with whom they work. The book is a simple compilation of what many have taught concerning how people work best with others.

Bliss, E. C. (1978). ***Getting things done: The ABC's of time management.*** New York: Bantam.

This book is designed to encourage people to make better use of their time and improve their efficiency at work. It is filled with suggestions on how to deal with a mixed bag of alphabetically arranged topics—such as correspondence, delegation, fear, interruptions, meetings, and sleep.

Boyatzis, R. E. (1982). ***The competent manager: A model for effective performance.*** New York: Wiley.

The purpose of this study was to determine which characteristics of managers are related to effective performance in various management jobs in a variety of organizations. An additional purpose was to investigate how managerial competencies affect each other and relate to other aspects of management jobs.

New

Clemens, D. S. (1992). ***Leadership literacy: The solution to our present crisis.*** Englewood, CO: Leadership America.

Clemens explores the importance and benefits of a leadership-literate society and identifies particular leadership traits by examining the characteristics of Susan B. Anthony, Harry S. Truman, John F. Kennedy, Lee Iacocca, and Martin Luther King, Jr. He points out that all were goal-oriented, looked to themselves to make things happen, believed in the need to break from the status quo, and believed an integral part of human nature is an inherent desire for self-improvement.

New

Davis, B. L., Hellervik, L. W., Skube, C. J., Gebelein, S. H., & Sheard, J. L. (1992). ***Successful manager's handbook: Development suggestions for today's managers.*** 1992 ed. Minneapolis: Personnel Decisions, Inc.

Management skills such as championing change, fostering teamwork, focusing on customer needs and quality, and basic business ethics have been incorporated into this edition of the handbook along with core management skills such as planning and organizing. The book is organized around nine core factors which make up the authors' managerial model. Suggestions for developing and improving specific managerial skills are included in the discussion of each factor. This expanded edition also includes a brief listing of books, audiocassettes, and seminars available to help improve managerial skills.

New

De Pree, M. (1992). ***Leadership jazz.*** New York: Currency/ Doubleday.

In a surprising look at the tough challenges facing today's leaders, De Pree identifies two difficult concepts successful leaders must perfect: voice, the ability to express one's beliefs, and touch, the ability to demonstrate competence and resolve. These concepts, mastered in jazz, have never before been acknowledged in business. De Pree urges leaders to find their own voices and reconsider every assumption they hold on leadership. He compares leadership to an inspired jazz performance, dependent on environment, fellow players and their need for individual expression as it benefits the group, and the absolute dependence on the leader for guidance.

Gray, J. W., & Pfeiffer, A. L. (1987). ***Skills for leaders.*** Reston, VA: National Association of Secondary School Principals.

This book is designed for secondary-school student leaders as a manual for enlarging on and developing leadership potential and skills. This straightforward guide is comprised of the following chapters: the challenge of leadership; understanding communication; understanding followers; understanding yourself as a leader; and communication skills for leaders. This book could have broad application for educators, management trainers, and human resources personnel who seek a concise and easy-to-follow introduction to leadership programming.

Harris, P. R. (1989). ***High performance leadership: Strategies for maximum career productivity.*** Glenview, IL: Scott, Foresman.

The author is both a management consultant and a behavioral psychologist who has studied the skills that managers must have or will have to develop in order to create a high-performance work environment. These important skills include: effective communicating, handling organizational change, an understanding of human behavior and performance, and a commitment to lifelong learning. Each skill is studied and illustrated to show the possibilities for developing peak performance in others. Questionnaires and inventories are provided as aids for data collection. An appendix of resources with a directory of organizations, plus a bibliography, offers further sources of information.

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). ***The motivation to work.*** New York: Wiley.

This book reports the findings from a study of job motivation. The analysis and interpretations of the authors suggest that a breakthrough may well have been made to provide new insights into the nature and method of operation of job attitudes. The presentation of this study is in clear and simple language. The book presents an interesting and potentially important hypothesis of the nature of job motivation and its effects.

New

Hitt, W. D. (1993). ***The model leader: A fully functioning person.*** Columbus, OH: Battelle Press.

The idea that a theory is only valuable when it can be put into practice is once again evident in Hitt's latest work. He defines "the model leader" (first and foremost a fully functioning person) in terms of 25 competencies, each brought to life through quotations from leading thinkers on leadership and anecdotes. After defining the "model leader," he presents a Leadership Agenda to help readers develop a personal action plan to improve their own leadership competency.

New

Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (1993). ***Leadership: Enhancing the lessons of experience.*** Homewood, IL: Irwin.

Based on a simple model demonstrating the relationship among leader, follower, and situation, the authors take an in-depth look at each variable and how it operates within the framework to enhance or impede leadership abilities. The book also explores other major leadership theories, leadership as art and as science, power and influence, personality and intelligence, and values and attitudes. Personal anecdotes by and about leaders, and even fables, clarify the text by offering unique insights into effective developmental aspects of leadership. Each section includes a list of key terms, questions for discussion, and suggested material for further reading.

Kets de Vries, M. F. R. (1989). ***Prisoners of leadership.*** New York: John Wiley & Sons.

Kets de Vries explores the inner world of the leader, probing into the psychoanalytical side of leadership behavior. Using a "psycho-biographical" approach and drawing on case illustrations and studies of leaders in action, his book examines leadership success and failure at the psychic level. "I want the reader to understand that the leader's task is paradoxical: at one level the leader appeals to the rational capacities of the followers, while at another his or her message is aimed directly at their unconscious."

Luthans, F., Hodgetts, R. M., & Rosenkrantz, S. A. (1988). ***Real managers.*** Cambridge, MA: Ballinger Publishing Company.

Packed with insightful observations, this book lays out the factors which make "real managers." Following an introductory chapter, the authors investigate what real managers do, then discuss what successful real managers do. Included are discussions of the networking, human resources management, and communication activities of managers. The authors conclude with a chapter on how their findings fit into current management thinking.

McCall, M. W., Jr., & Lombardo, M. M. (1983). ***Off the track: Why and how successful executives get derailed*** (Tech. Rep. No. 21). Greensboro, NC: Center for Creative Leadership.

This is a report of a study conducted by the Center for Creative Leadership of those who were once quite successful top executives but who later derailed. The results have been organized to answer four questions: Why were those who derailed so successful in the first place? What events brought their weaknesses to the surface? Why did they derail? How did they differ from those who remained successful? The study was based on interviews of Fortune 500 corporation executives.

Mintzberg, H. (1973). ***The nature of managerial work.*** New York: Harper & Row.

Mintzberg has sought to identify the whole range of relationships comprising the manager's world in the contemporary organization, and as a result his conclusions have great worth in a world dependent on leadership skills. An identification of the behavioral skills combined with an overview of how managers manage is presented. Characteristics of managerial work, work roles, variation in work, science and the manager's job, and the future of managerial work are topics covered.

New

Oakley, E., & Krug, D. (1991). ***Enlightened leadership: Getting to the heart of change.*** New York: Simon & Schuster.

Traditional efforts at change often breed resentment and increase resistance. The dynamics of organizational change vary through stages of start-up, growth, decline, and renewal. Oakley and Krug offer hands-on techniques for successfully motivating change in others by learning from the changes in our own lives. This enlightened leadership develops from personal growth, embracing life's changes, and an awareness that we are interdependent.

Sayles, L. R. (1989). ***Leadership: Managing in real organizations.*** New York: McGraw-Hill.

While many aspiring managers and business school graduates develop an understanding of the goals of management and their outcomes within the dynamics of an organization, the "how" of pursuing goals and outcomes is often the stumbling block for managers. The author provides a detailed examination of managing in the real world. He points out the intricate navigational skills required in managing within assigned areas of responsibility, as well as the negotiating skills needed for working with other divisions of an organization, which may indirectly contribute to one's success or failure.

New

Sayles, L. R. (1993). ***The working leader: The triumph of high performance over conventional management principles.*** New York: Free Press.

Astute, working leaders do not presume systems are designed efficiently, nor do they see "customer consciousness" or "quality consciousness" as compartmentalized activities. Through case studies, Sayles shows that leaders who concentrate on work-flow relationships between jobs, functions, and departments can increase the sense of responsibility and motivation among subordinates. This effective management of work systems leads to high performance in quality, efficiency, and service.

Schaller, L. E. (1986). ***Getting things done: Concepts and skills for leaders.*** Nashville, TN: Abingdon Press.

Although based upon a framework of leadership within the church organization, this book is written for all managers. The author discusses the factors which comprise influential, effective leaders. How leaders use their skills to organize and direct individuals and groups to "get things done" is explained by a series of premises which the author poses. These include: "Effective leaders are both willing to lead and also know how to organize for action." "Effective leaders recognize and affirm the value of coalition, know how to enlist others and are also willing and able to function comfortably and creatively with committees." "Leaders are proactive; they find time and opportunity to initiate new ways."

New

Sims, H. P., Jr., & Lorenzi, P. (1992). ***The new leadership paradigm: Social learning and cognition in organizations.*** Newbury Park, CA: Sage Publications.

Using social learning and cognition (SLC), Sims and Lorenzi offer a new framework for dealing with the accelerated change in relationships between managers and employees. Admitting that there are no quick fixes, the authors offer SLC as a viable method to collect, organize, and present management concepts which are theoretically sound and eminently practical, because they come from both the academic and business communities.

New

Stumpf, S. A., & Mullen, T. P. (1992). ***Taking charge: Strategic leadership in the middle game.*** Englewood Cliffs, NJ: Prentice Hall.

This guide is intended for middle managers who wish to develop their strategic leadership skills. Identification of vision, mission, goals, and objectives is illustrated by real examples from actual companies. Assessment of one's personal preference for communication, decision making, and creativity provides a starting point for learning alternative behaviors. The authors suggest ways to create opportunities to practice and refine new leadership skills.

CHARISMA

ARTICLES

Barnes, D. F. (1978). **Charisma and religious leadership: An historical analysis.** *Journal for the Scientific Study of Religion, 17,* 1-18.

A theory of charismatic leadership is proposed which explores conditions under which it emerges. Leaders arise in periods of social change when new religious beliefs may be formalized. Biographies of 15 charismatic leaders are included in this article.

Bass, B. (1988). **The inspirational processes of leadership.** *Journal of Management Development, 7*(5), 21-31.

"The inspirational leader has to have insight into what will be challenging to a follower and for what reason." In order to establish such a relationship, one must exercise five interlinking aspects to inspirational leadership behavior: managing meaning, managing impressions, molding follower expectations, envisioning, and intellectually stimulating followers. By identifying these processes new levels of leadership can emerge.

Bass, B. M., Waldman, D. A., Avolio, B. J., & Bebb, M. (1987, March). **Transformational leadership and the falling dominoes effect.** *Group & Organization Studies, 12,* 73-87.

This investigation examined the practice of transformational leadership (TL) at two levels of management in a New Zealand government agency. TL was defined as the extent to which a manager is seen as charismatic, as treating each subordinate as an individual, and as intellectually stimulating. Implications were drawn concerning the importance of developing TL abilities at upper levels of management to enhance the likelihood of such leadership at lower levels.

New

Conger, J. A., & Kanungo, R. N. (1987). **Toward a behavioral theory of charismatic leadership in organizational settings.** *Academy of Management Review, 12,* 637-647.

The authors identified a lack of serious research in the area of charismatic leadership. It was felt that a systematic conceptual framework was required. Drawing from political science, sociology, social psychology, and research in the field of organizational leadership, the authors developed a model "linking organizational contexts to charismatic leadership." As in any form of leadership, charismatic leadership is considered an observable behavioral process. The model is constructed on the belief that charisma is an attribution made by followers who observe the role of leader within the context of the organization. Thirteen research hypotheses are presented for future study.

New

Conger, J. A., & Kanungo, R. N. (1992). **Perceived behavioural attributes of charismatic leadership.** *Canadian Journal of Behavioural Science, 24*(1), 86-102.

A study of eight behaviors attributed to charismatic leadership in organizational settings supports a model proposed in 1987 (see above). Behaviors include: reforming, sensing needs, advocating visions, inspiring, taking risks, demonstrating initiative. Over 100 mid-level supervisors completed a survey of 41 questions on a six-point scale. Results indicate that charismatic leadership can be studied as a dimension of leadership and also demonstrate the validity of the behavioral model, providing both predictive convergent and discriminant validity tests of the construct.

New

Fagen, R. R. (1965). **Charismatic authority and the leadership of Fidel Castro.** *Western Political Quarterly, 18,* 275-284.

Fagen notes that the appellation of *charismatic* has been applied quite freely to various leaders with a variety of meanings. His purpose in this article is to take a first step toward rational explication of the concept of charisma and to show, using Fidel Castro as an example, how the concept might be used in empirical inquiry.

Graham, J. W. (1991). **Servant-leadership in organizations: Inspirational and moral.** *Leadership Quarterly, 2,* 105-119.

Graham outlines four variations of charismatic leadership. *Weberian charismatic authority* is based on a perceived divine gift of the leader and socioeconomic distress of the followers. *Personal celebrity charisma* happens when followers with low self-esteem romanticize a dramatic and forceful leader. *Transformational leadership* is a partnership where the goals of the leader, the followers, and the organization are all met. *Servant-leadership* adds moral development, a focus on service, and a spiritual insight for the leader and for followers who progress into leadership positions. Case studies illustrate examples of servant-leadership.

Hogan, R., Raskin, R., & Fazzini, D. (1990). **How charisma cloaks incompetence.** *Personnel Journal, 69*(5), 73-76.

Employees promoted into management positions or applicants who interview well share common personality traits. Intelligence, confidence, charm, energy, and assertiveness are apparent. The authors describe three types of ineffective managers with personality traits that are not so easily apparent. *The betrayer* uses negative information against associates. *The high likability floater* has no agenda and accomplishes little. *The narcissist* is motivated by a need for recognition, not achievement.

New

Hopfl, H. (1992). **The making of the corporate acolyte: Some thoughts on charismatic leadership and the reality of organizational commitment.** *Journal of Management Studies, 29*(1), 23-33.

Corporate acolytes are middle managers who are expected to serve and reinforce their corporate culture. Charismatic leaders ask for total commitment from these acolytes. In reality, middle managers shift between identification with and rejection of their organizations and conflicting life worlds.

New

House, R. J., Spangler, W. D., & Woycke, J. (1991). **Personality and charisma in the U.S. presidency: A psychological theory of leader effectiveness.** *Administrative Science Quarterly, 36*(3), 364-396.

A study of 39 U.S. presidents tests a general model of leader effectiveness by measuring personality characteristics, charisma, crises, age, and need for power. Results indicate that personality and charisma do affect leader effectiveness. The authors discuss the organizational implications of their findings.

New

House, R. J., & Howell, J. M. (1992). **Personality and charismatic leadership.** *Leadership Quarterly: Special Issue: Individual Differences and Leadership: III, 3*(2), 81-108.

Personalized charisma is self-aggrandized, non-egalitarian, and exploitive. Socialized charisma is collectively oriented, egalitarian, and non-exploitive. Machiavellian, narcissistic, and authoritarian personalities seek power for personal motives at the expense of others. Self-confident, nurturing, sensitive, and considerate personalities can transform followers' needs and aspirations from self to the greater good of the whole.

New

Howell, J. M., & Avolio, B. J. (1992). **The ethics of charismatic leadership: Submission or liberation?** *Academy of Management Executive, 6*(2), 43-54.

Why are some charismatic leaders beneficial to their followers while others are destructive? Charismatic leaders powerfully communicate their vision, inspire extraordinary performance, build trust, and promote creativity. Yet ethical standards vary. In-depth interviews were conducted with 25 leaders regarding values, ethics, attitudes toward followers, use of power, communication, and consideration.

Johnson, D. P. (1979). **Dilemmas of charismatic leadership: The case of the People's Temple.** *Sociological Analysis, 40*, 315-323.

A proposed model of charismatic leadership is used to interpret the power of Jim Jones's People's Temple which ended in a mass suicide in Jonestown, Guyana. Charismatic leaders are constantly seeking ways in which to reinforce their power.

Kanungo, R. N., & Conger, J. A. (1989). **Dimensions of executive charisma.** *Vikalpa, 14*(4), 3-8.

A leader's charisma is based on the perceptions of his followers. Kanungo and Conger strip the mystique from the concept of charisma with their model of Charismatic Influence Process. Three stages of leadership are outlined: assessing the status quo of an organization, formulating goals, and achieving vision. In each stage, observed behavioral components distinguish charismatic from noncharismatic leaders.

Kets de Vries, M. F. R. (1988). **Prisoners of leadership.** *Human Relations, 41*, 261-280.

Based on psychoanalytical theory, this article observes the unique relationship between leader and follower. The author examines the nature of charisma in the context of the psychological effects which take place between leader and followers. The psychological process of transference and how it affects leader behavior and group reaction are explored.

Newman, R. G. (1983). **Thoughts on superstars of charisma: Pipers in our midst.** *American Journal of Orthopsychiatry, 53*, 201-208.

This article discusses the effects of charisma in the use and misuse of power, using R. Browning's (1895) version of *The Pied Piper*. The interdependent relationship between a leader and his/her followers is explored, and the psychological implications of these forces for society and its institutions are addressed.

New

Pauchant, T. C. (1991). **Transferential leadership: Towards a more complex understanding of charisma in organizations.** *Organization Studies, Special Issue: Interpreting Organizational Leadership, 12*(4), 507-527.

The author introduces a concept for researching the subjective and affective relationship established in the leader-follower dyad. A model of self-psychology, incorporating self-deflating, self-inflating, and positive self-regard structures, indicates leader-follower transference with successful or problematic outcomes. The author suggests future research to establish a methodology and a framework for understanding charismatic leadership.

Puffer, S. M. (1990). **Attributions of charismatic leadership: The impact of decision style, outcome, and observer characteristics.** *Leadership Quarterly, 1*, 177-192.

One hundred and three observers participated in a case study of one manager's decision style and the outcome of his decision. Observers rated the manager's expertise, risk-taking, and charisma against the final outcome. Puffer concluded that intuitive decision style and successful outcome have great impact on observers' attribution of charismatic leadership.

New

Shamir, B. (1991). **The charismatic relationship: Alternative explanations and predictions.** *Leadership Quarterly, 2*(2), 81-104.

Various theories explain the effects of charismatic leaders on their followers. Psychoanalytic theories assume that early family experiences cause adults to manifest early parental relationships later in adult relationships. Sociological-symbolic theories are based on values, the need for order and meaning, and one's connection to society. Attribution-based theories posit that a leader's behavior has a profound effect on followers. Self-concept theories propose transformational processes to increase the intrinsic value of effort, empowerment, goal accomplishment, and commitment.

Tommerup, P. (1990). **Stories about an inspiring leader: "Rapture" and the symbolics of employee fulfillment.** *American Behavioral Scientist, 33*, 374-385.

The staff at a university conference and catering department is identified as having an exceptionally high degree of job satisfaction, labeled as "rapture." Staff members experience a sense of order, appreciation for their individual and collective efforts, and effective leadership. The head of this department is perceived by his employees as a leader with a deep sense of values, a catalyst for inspiration and ideas, and a source of energy. Employees enjoy telling stories of their leader's actions, which are "behavioral recipes" for success.

BOOKS

Adams, J. D. (1986). ***Transforming leadership: From vision to results.*** Alexandria, VA: Miles River Press.

This collection of readings on strategic leadership perspective extends and deepens ideas in *Transforming Work*. Leadership is a mindset or orientation, not a personality trait. The leadership state of consciousness encourages individuals to be creative rather than reactive, to welcome change and take risks. Leaders focus on vision and inspire followers to work toward that vision for the followers' own self-interests. Leaders maintain a commitment to integrity and truth. Case studies illustrate strategic leadership in action.

Bass, B. M. (1985). ***Leadership and performance beyond expectations.*** New York: Free Press.

Bass discusses the role of the transformational or charismatic leader—who these leaders are, how they get results, and why their leadership often exceeds all expectable limits. The author attempts to close the gap between the work of social and organizational psychologists, whose focus has been on small groups and institutional settings, and that of political scientists and psychohistorians, who have done most of the important studies of world-class leaders.

New

Bryman, A. (1992). ***Charisma & leadership in organizations.*** London: Sage.

Bryman reviews charisma theory and research from Weber to the "New Leadership" perspective. Physical characteristics, the exchange between leader and follower, vision, and routinization are illustrated by examples. Bryman cautions against embracing the New Leadership approach and suggests areas for future research.

Conger, J. A., Kanungo, R. N., & Associates (1988). ***Charismatic leadership: The elusive factor in organizational effectiveness.*** San Francisco: Jossey-Bass.

This work is a gathering of thoughts and research by experts from various fields: organizational development, management, psychology, and sociology. The rationale: to provide a broad analysis of the concept of charismatic leadership. The contributors attempt to bring clarity to the problems and differences in understanding the meaning of charismatic leadership. What is it? How does it develop? How might it be cultivated? The authors argue that charismatic leadership can be trained. They offer training approaches and provide a questionnaire which can be used to identify individuals, in any setting, with the potential for charismatic leadership.

New

Lindholm, C. L. (1990). ***Charisma.*** Cambridge, MA: Basil Blackwell.

Adolph Hitler, Charles Manson, and Jim Jones: These three were able to transform the lives of their followers and to change the course of history. What power was present in all three which allowed them to lead others past the fundamental laws of self-preservation? Lindholm uses the theories of Hume, Mill, Weber, Durkheim, and Freud to explore the depths of the human agency and social change. He argues that there is a deep human desire to escape from the limits of self and that charismatic leaders provide the avenue required. The question becomes how to harness the positive, productive potential of this power to effect constructive change.

New

Richardson, R. J., & Thayer, S. K. (1993). ***The charisma factor: How to develop your natural leadership ability.*** Englewood Cliffs, NJ: Prentice-Hall.

This blueprint outlines the steps to take for developing a charismatic aura. Skills which can be learned are: communicating with the whole body, inspiring emotions, and creating a link with others. Speeches, stories, and experiences of charismatic leaders throughout history are used to illustrate each step. The authors insist that goal setting, corporate support, and ethics are prerequisites to influencing others.

Schiffer, I. (1973). ***Charisma: A psychoanalytic look at mass society.*** New York: Free Press.

This book focuses on the psychological ingredients, especially the unconscious forces, that allegedly create the conditions for the emergence of the charismatic leader. Schiffer wants to emphasize the part that the individual psychology of the masses plays in creating leaders rather than the specific abilities of the leaders themselves.

COMMUNICATION, FEEDBACK, AND NEGOTIATION

ARTICLES

New

Barge, J. K. (1989). **Leadership as a medium: A leaderless group discussion model.** *Communication Quarterly, 37*(4), 237-247.

A study of 190 undergraduate students analyzed the relationship between leader behavior and group productivity and compared that to group behavior and group productivity. Rated on task orientation, dynamism, goal formulation, direction, and other leader behaviors, the study found that no individual leader behavior significantly influenced productivity at a greater level than the behavior of groups without leaders.

Conger, J. A. (1991). **Inspiring others: The language of leadership.** *Academy of Management Executive, 5*(1), 31-45.

There's a critical link between a leader's vision and his ability to powerfully communicate its essence. To motivate and inspire, a leader must be a rhetorician. Conger recommends that executives learn basic rhetorical skills. Framing is the process of defining the purpose of an organization in a meaningful way. Rhetorical crafting is the skill of using symbolic language to give power to a message. Using stories, metaphors, and rhythm generates excitement.

New

Couto, R. A. (1993). **Narrative, free space, and political leadership in social movements.** *The Journal of Politics, 55*(1), 57-79.

Interviews were conducted with 50 Civil Rights leaders to determine the power of narratives in political communication. It was determined that stories of evil oppression circulating through a community can fuel social movement. Stories of wisdom and virtue lend credibility to leaders of social movements.

New

Cunningham, I. (1992). **The impact of leaders: Who they are and what they do.** *Leadership and Organization Development Journal, 13*(2), 7-10.

Language pattern analysis is explored to determine its role in increasing leader effectiveness in organizations. Patterns can be seen as verbalizations (doing) emanating from deeper underlying patterns (being). In addition to being centered and focused, leaders must be grounded physically, spiritually, and professionally to achieve peak performance. Through exploration and challenge, the microlevel activity of language pattern analysis can help leaders increase their positive impact on organizations.

New

Hazucha, J. F., Hezlett, S. A., & Schneider, R. J. (1993). **The impact of 360-degree feedback on management skills development.** *Human Resource Management, 32* (2 & 3), 325-351.

To determine the impact of 360-degree feedback, 48 managers were retested two years following feedback. Results indicated an increase in management skills, greater self-other agreement, and organizational advancement. Other findings indicate that younger managers demonstrated more changed skills and that review, coaching, and ongoing training are necessary to prevent feedback from being a one-time event.

Kormanski, C. (1982). **Leadership strategies for managing conflict.** *Journal for Specialists in Group Work, 7,* 112-118.

Kormanski discusses the impact of conflict in small-group-development theory and approaches conflict as a positive, normally occurring behavior. He presents leadership strategies for dealing with conflict: withdrawal, suppression, integration, compromise, and power. Examples of situational contingencies in group therapy are presented along with a rationale for strategy selection and intervention.

New

Lawrence, H. V., & Wiswell, A. K. (1993). **Using the work group as a laboratory for learning: Increasing leadership and team effectiveness through feedback.** *Human Resource Development Quarterly, 4*(2), 135-148.

Managers from a municipal government participated in a field study to determine the effects of training on managers' interactions with work groups. *SYMLOG*™ (System for the Multiple Level Observation of Groups) was used for pre- and post-test measurement of individual and group dominance vs. submissiveness, friendliness versus unfriendliness, and accepting versus opposing task orientation of established authority. Feedback-skills training generated higher post-test scores in the areas of dominance and friendliness.

Morton, T. M. (1990). **Leadership.** *Business Horizons, 33*(6), 3-7.

In a leadership course at the University of Louisville, students improve communication skills by using practical techniques. One-page memos force students to write clearly and concisely. Oral presentations are videotaped and followed by feedback. Listening exercises and questioning guest speakers sharpen skills. Students make genograms, which are psychological family trees of patterns and problems handed down from one generation to another. Morton encourages students to know themselves, their values, their visions, and their potential contributions to society.

New

Van Velsor, E., Taylor, S., & Leslie, J. B. (1993). **An examination of the relationships among self-perception accuracy, self-awareness, gender, and leader effectiveness.** *Human Resource Management, 32*(2 & 3), 249-263.

A study of 648 randomly selected managers, 168 senior executives, and 79 hospital administrators provided data on self- and subordinate-rating discrepancies compared to performance. Self-awareness was negatively related to self/other rating discrepancy. Those who underrated their own leadership abilities received high subordinate ratings in self-awareness and effectiveness. Overraters received low ratings from their subordinates. Gender analysis revealed few differences between men's and women's ratings.

New

Wallace, M. D., Suedfeld, P., & Thachuk, K. (1993). **Political rhetoric of leaders under stress in the Gulf Crisis.** *Journal of Conflict Resoultion, 37*(1), 94-107.

The Gulf Crisis and War serves as a social science laboratory for the study of crisis behavior. A study of leaders' utterances before, during, and after the crisis and war analyzes integrated complexity of communication and its association with behavior. The study concludes that environmental stress, risk, or crisis result in lower-complexity information processing and communication. Leaders in successful situations tend to process information and communicate with increased complexity.

BOOKS

New

Armstrong, D. M. (1992). ***Managing by storying around.*** New York: Currency/Doubleday.

At Armstrong International, Inc., management by storytelling has been used with success for five years. Armstrong shares his philosophy for this simple, fun, and memorable way to pass along corporate traditions, train new employees, recognize special efforts, recruit, and sell. He shares many of his favorite stories, including the morals of each story, to prove that there are valuable lessons to be learned from this method of management.

New

Bone, D. (1988). ***The business of listening: A practical guide to effective listening.*** Los Altos, CA: Crisp Publications.

This short, self-study book is designed to help readers sharpen their listening skills through a step-by-step program. It includes exercises to evaluate listening strengths and weaknesses.

Caroselli, M. (1990). ***The language of leadership.*** Amherst, MA: Human Resource Development Press.

Fortune 500 executives claim the number one skill for leadership success is the ability to communicate well. Caroselli analyzes the language of ten leaders, including Lee Iacocca, Mario Cuomo, Peter Drucker, and Tom Peters. Exercises and checklists at the end of each chapter serve as reference and review. Diagrams illustrate leadership concepts. Caroselli asserts that communication skills can be acquired through practice.

New

Dinkmeyer, D., & Eckstein, D. (1993). ***Leadership by encouragement.*** Dubuque, IA: Kendall/Hunt Publishing.

An encouraging leader listens, focuses on strengths, utilizes humor, and is communicative and honest. An encouraging organization builds trust, communicates a shared vision, empowers associates, and practices equality. This hands-on guide outlines the skills to master and presents exercises to facilitate mastery for the encouraging leader.

Fisher, R., & Ury, W. (1981). ***Getting to yes.*** Boston: Houghton Mifflin.

This book is about the method of principled negotiation. It describes the problems that arise in using standard strategies of positional bargaining, explains the four principles of this method of negotiation, and answers questions concerning the method.

Hackman, M. Z., & Johnson, C. E. (1991). ***Leadership: A communication perspective.*** Prospect Heights, IL: Waveland Press.

The authors define leadership as "human communication which modifies the attitudes and behavior of others in order to meet group goals and needs." Leaders use symbols, both in words and actions, to make impressions and to create visions. Leadership communication styles vary due to personal factors and the context of group situations. Each chapter discusses research and theory, reports case studies, and offers practical suggestions and exercises to improve leadership communication skills.

Harvey, J. B. (1988). ***The Abilene paradox and other meditations on management.*** Lexington, MA: Lexington Books.

Here, through a series of essays, Harvey contemplates the organizational behaviors in business life which unintentionally set up obstacles to success, growth, and innovation. The title essay, "The Abilene Paradox," illustrates how people in organizations take part in projects or assignments in which there is unspoken agreement that an idea won't work, and yet they proceed to pour valuable time, effort, and money into it. Harvey's parables about human behavior in organizations are insightful and engaging.

Likert, R., & Likert, J. G. (1976). ***New ways of managing conflict.*** New York: McGraw-Hill.

The authors have written a highly detailed text on the methodology, principles, and step-by-step procedures for managing social conflict within organizations, referred to as "System 4." The basic strategy to the Likert method is to change the "win-lose" approach to a "win-win" philosophy. The text provides administrators in business, government, education, and community groups a clearly detailed presentation on how to reduce internal and external conflict. This book has special relevance for social science educators and students.

Pearce, W. B., & Cronen, V. E. (1980). ***Communication, action, and meaning: The creation of social realities.*** New York: Praeger.

The authors feel communication either as a process or an entity can "best be studied as a process of creating and managing social reality rather than as a technique for describing objective reality." The authors focus upon the historical development of philosophical logic systems that either explicitly or implicitly describe this function of language.

Walton, R. E. (1987). ***Managing conflict: Interpersonal dialogue and third-party roles.*** 2nd ed. Reading, MA: Addison-Wesley.

Conflict resolution is an important skill necessary at all levels of management. The author has developed an outline for diagnosing continuing conflicts, and offers several options for resolving them. Methods and concepts are presented here that can be applied to various types of conflict, including both interpersonal and inter- system. Topics span fundamental steps of managing conflict, skills for facilitating open dialogue, and third-party advantages of consultants. Examples of conflict resolution are provided through three case studies and through a presentation of an international workshop on the dialogue of conflict over border disputes.

CREATIVITY AND INNOVATION

ARTICLES

New

Ekvall, G. (1991). **Change-centred leaders: Empirical evidence of a third dimension of leadership.** *Leadership and Organization Development Journal: Special Issue: Leadership and Personal Creativity, 12*(6), 18-23.

This report of a study among 130 Swedish white-collar employees analyzes several dimensions of followers' attitudes toward leadership, including security, satisfaction, and commitment. Three styles of leadership are identified: employee-centered, change-centered, and structure-centered. Each style results in varying attitudes among employees; thus different styles are needed in different situations.

Ellis, R. J. (1983, March). **Organizational leadership in turbulent times.** *Management Review*, pp. 59-61.

In turbulent times a manager must be able to stimulate problem-solving activities to generate as many innovative ideas as possible. Three aspects present in an organization may help stimulate new ideas: "free atmosphere," a "supportive environment," and a "loose structure." Ideas must not only be stimulated but also supported through the use of reinforcement or disapproval and the manipulation of the organization and information flow.

Fernald, L. S., Jr. (1988). **The underlying relationship between creativity, innovation and entrepreneurship.** *Journal of Creative Behavior, 22,* 196-202.

The author identifies the creative, innovative, and entrepreneurial characteristics found in common in the lives of seven individuals who exemplify these important attributes. Individuals identified are: Stanford Ovhinsky, Steven Wozniak, Wally Amos, Helen Smith, Jerome Lemelson, Bob Gundlach, and Wilson Greatbatch.

Lippitt, G. L. (1987). **Entrepreneurial leadership: A performing art.** *Journal of Creative Behavior, 21,* 264-270.

According to the author, entrepreneurial leadership as an art means "orchestrating the totality of the enterprise with energy, self-confidence, persistence and learning capabilities." Lippitt identifies six behavioral characteristics of the entrepreneurial leader: risk taking, divergent thinking, sharp focus, personal responsibility, economic orientation, and learning from experience. Practical guidelines for self-development are provided.

McCall, M. W., Jr. (1980). **Conjecturing about creative leaders.** *Journal of Creative Behavior, 14,* 225-234.

Creativity is seen today as a deviant response by the leader in order to solve some problem. The author sees creative leaders as crafty, contrary, grouchy, dangerous, feisty, inconsistent, evangelistic, prejudiced, and spineless. The creative leader tries to create new ideas and evaluate them.

Mink, O., Rogers, R., & Watkins, K. (1989). **Creative leadership: Discovering paradoxes of innovation and risk.** *Contemporary Educational Psychology, 14,* 228-240.

The research reported in this article attempts to explore the paradoxes inherent in the enactment of creative leadership in complex interpersonal situations. The situations in this study were difficult interpersonal interactions faced by public-school superintendents.

BOOKS

Dyer, F. C., & Dyer, J. M. (1965). ***Bureaucracy vs. creativity: The dilemma of modern leadership.*** Baltimore, MD: University of Miami Press.

This book addresses the problems of leadership, creativity, bureaucracy, progress, and efficiency. It is designed for readers who already have had practical experiences with, or who are engaged in, theoretical studies of modern organizations. Definitions of terms, analysis of what is taking place and what will probably take place, and guidelines on which to base decisions about measures that promise to increase or constrain bureaucracy or creativity are provided.

Ijiri, Y., & Khun, R. L. (Eds.). (1988). ***New directions in creative and innovative management.*** Cambridge, MA: Ballinger.

This book asks the questions, "How can we effectively formulate and implement novel ideas into viable products and services?" and "What are the optimal relationships between theory and practice in creative and innovative management?"

New

Land, G., & Jarman, B. (1992). ***Breakpoint and beyond: Mastering the future—today.*** New York: HarperBusiness.

All systems in nature, individuals as well as organizations, go through a process of change that can lead to renewal and transformation. Understanding nature's creative process can aid in the understanding and acceptance of change. *Breakpoint* is defined as a break with the past, a push to the edge of an era, and a leap into the unknown. Land and Jarman teach the reader how to recognize personal and organizational breakpoints, to embrace the process of change with creativity, and to build bridges into the future.

MacKinnon, D. W. (1978). ***In search of human effectiveness.*** Buffalo, NY: Creative Education Foundation.

This publication is based on Dr. Donald W. MacKinnon's research into the nature and nurture of creativity. This volume is a collection of papers that focus on the understanding and nurturing of the creative potential in individuals. The articles come from a variety of sources. The major theme of the research and writing is a concern to find ways to help people become as fully functioning as possible.

McCaskey, M. B. (1982). ***The executive challenge: Managing change and ambiguity.*** Marshfield, MA: Pitman.

This book offers timely suggestions and practical help for managers facing change and ambiguity. Its discussions of mapping, of the stress of ambiguity, of forces that favor or block creativity, of qualities of the creative person—including courage, humility, toleration of disorder, use of intuition, and integration of opposites in the personality—are all valuable to the manager in gaining insight.

New

Morgan, G. (1993). ***Imaginization: The art of creative management.*** London: Sage.

Imaginization is a new way of thinking, organizing, and helping people develop their creative potential. It is a means for finding innovative solutions to difficult problems and it empowers people to trust themselves in a world of constant change. Morgan demonstrates imaginization in action as an invitation to reimage ourselves and organizational management.

Parnes, S. J. (1988). ***Visionizing.*** East Aurora, NY: D.O.K.

"This book is designed for those interested in encouraging and nurturing creative awareness, attitudes and accomplishments in themselves and others." The book is based on the Osborn-Parnes Creative Problem-solving process, and can be used as a workbook for individual study or group instruction.

New

Prince, F. A. (1993). ***C and the box: A paradigm parable.*** San Diego, CA: Pfeiffer & Company.

This five-minute cartoon-illustrated book is intended to deliver a simple message. "C" goes through life as a conformist until it finds a coil which allows it to spring out of its box and begin a life filled with creativity. The message is to seek a new outlook and new ways to solve problems, overcome conformity and bureaucracy, and discover inner strength and motivation. Also available on video.

New

Russell, P., & Evans, R. (1992). ***The creative manager: Finding inner vision and wisdom in uncertain times.*** San Francisco: Jossey-Bass.

Change can be an exciting time full of opportunities and a stressful time of uncertainty. To cope with change, we must have an inner sense of stability, while keeping a flexible open mind to see all the possibilities. A creative manager balances stability and flexibility when using the creative process in communications, relationships, teambuilding, empowerment, and dealing with stress.

New

VanGundy, A. B. (1992). ***Idea power: Techniques & resources to unleash the creativity in your organization.*** New York: AMACOM.

Businesses need to develop new and creative approaches for keeping pace with technological advances, information overload, and increasing production costs. To respond, VanGundy presents an introduction to business creativity and creative problem-solving. He outlines training methods, course design, retreat planning, and idea-generation techniques. Resource materials, such as movies, books, and cassettes, are listed.

DECISION MAKING AND PROBLEM SOLVING

ARTICLES

NEW

Martin, C. M. (1993). **Feelings, emotional empathy and decision making: Listening to the voices of the heart.** *Journal of Management Development, 12*(5), 33-45.

Empirical studies and anecdotal experiences reinforce the legitimacy of the affective dimension of managerial decision making. This dimension reflects sensitivity to the feelings and plight of employees, customers, and others affected by decisions. Martin recommends listening to the voices of the heart rather than basing decisions solely on a rationally analytical level of understanding.

New

Mumford, M. D., & Connelly, M. S. (1991). **Leaders as creators: Leader performance and problem solving in ill-defined domains.** *Leadership Quarterly: Special Issue: Individual Differences and Leadership: I, 2*(4), 289-315.

Problem solving relies on well-organized knowledge structure and the cognitive processes which contribute to effective solutions. Creative problem solving occurs when a problem is poorly defined, when novelty is needed, and when information structures are reorganized. Because leaders face varying and ever-changing problems, problem construction relates to leader performance more than does knowledge structure.

Vroom, V. H., & Jago, A. G. (1988). **Managing participation: A critical dimension of leadership.** *Journal of Management Development, 7*(5), 32-42.

From foreign competition to new tax laws, major changes have altered the way corporations are structured and managers make decisions. In light of the vast changes that occurred in the past 15 years, the authors introduce a revised version of the V. A. Vroom and P. W. Yetton (1973) decision-making model. According to the authors the essential features of the training are unchanged; however, the "concepts of the feasible set and rules are replaced by heuristics, and new decision trees replace those of the old model."

BOOKS

New

Axelrod, R. (1984). ***The evolution of cooperation.*** New York: Basic Books.

The author conducted a Computer Prisoner's Dilemma Tournament with 14 entries from game theorists in economics, psychology, sociology, political science, and math. The winner was TIT FOR TAT, the simplest entry, which is a strategy of starting with cooperation, and thereafter doing whatever the other player did in the previous move. He conducted a second tournament with 60 entries from around the world. TIT FOR TAT won again. From this, Axelrod developed a theory of cooperation.

Janis, I. L. (1982). ***Groupthink: Psychological studies of policy decisions and fiascoes.*** 2nd ed. Boston, MA: Houghton Mifflin.

The author examines five events from World War II to Watergate which turned into major fiascoes for five American Presidents: Franklin Roosevelt (being unprepared for the attack on Pearl Harbor); Harry Truman (the invasion of North Korea); John Kennedy (the Bay of Pigs invasion); Lyndon Johnson (escalation of the Vietnam War); and Richard Nixon (the Watergate cover-up). By a close examination of the group process which led to the course of action taken for each of these events, Janis seeks to answer the question: "How could such bright, shrewd leaders and their advisors arrive at such poor decisions?" The author has developed a convincing and controversial set of dynamics to explain group decision-making strategies, and how they can fail.

Janis, I. L. (1989). ***Crucial decisions: Leadership in policymaking and crisis management.*** New York: Free Press.

This exhaustive presentation of a constraints model of policy processes extends Janis's earlier work. He examines when and why leaders of large organizations make avoidable errors that result in faulty policy decisions. He offers an integrated, general theory of the conditions under which sound procedures would lead to successful outcomes. References to historical policy decisions serve as examples.

Maier, N. R. (1963). ***Problem-solving discussions and conferences: Leadership methods & skills.*** New York: McGraw-Hill.

This book deals with research on improving the effectiveness of a leader's performance in group problem solving and decision making; it integrates these studies with earlier research on problem solving and frustration. It looks at the principles of group behavior that are used by leaders and how they may serve to improve meetings.

March, J. G., & Weissinger-Baylon, R. (1986). ***Ambiguity & command: Organizational perspective.*** Marshfield, MA: Pitman Publishing Inc.

This book is about military decision-making under conditions of ambiguity, situations where objective, technology, or experience are unclear and where solutions and problems are joined together. The intent is to explore whether theories of decision making under ambiguity, developed through observations of nonmilitary organizations, might contribute to understanding and improving some aspects of command decision-making in the Navy.

Vroom, V. H., & Jago, A. G. (1988). ***The new leadership: Managing participation in organizations.*** Englewood Cliffs, NJ: Prentice-Hall.

The significance of leaders sharing power with their constituents and staff members, and its impact upon cultivating participation and influence in organizations, is measurable, say the authors. Intended for use by several different audiences, the book presents a model for measuring situational leadership. Chapters 2 through 4 and 8 through 12 are of particular interest to managers. Academic readers will want to look closely at chapters 6 through 12. Leadership trainers will find chapters 6 and 8 through 13 useful. Appendices expand upon the meaning of measurements and definitions.

Vroom, V. H., & Yetton, P. W. (1975). ***Leadership and decision making.*** Pittsburgh, PA: University of Pittsburgh.

This book is written for scholars, researchers, managers, and administrators who share an interest in leadership, decision making, and organizational behavior. Central to all the research reported in this book is the role of situational differences as determinants of the choice of a decision process. A summary of the major findings and how they relate to other approaches in the study of leadership is provided.

EMPOWERMENT, PARTICIPATION, AND FOLLOWERSHIP

ARTICLES

New

Barker, J. R. (1993). **Tightening the iron cage: Concertive control in self-managing teams.** *Administrative Science Quarterly, 38*(3), 408-437.

With the demise of bureaucratic systems, the locus of control shifts from management to workers. In self-managed teams, workers negotiate value-based actions to achieve corporate mission and productivity. Barker contends that this type of concertive control is actually tighter than top-down management control.

Bolin, F. S. (1989). **Empowering leadership.** *Teachers College Record, 91*(1), 81-96.

The author argues that "teacher empowerment requires investing in teachers the right to participate in the determination of school goals and policies and the right to exercise professional judgment about the content of the curriculum and means of instruction." The article describes what kind of school leadership is required to accomplish such a goal.

Burke, W. W. (1980, November). **Leadership: Is there one best approach?** *Management Review*, pp. 54-56.

Recent research on leadership is reviewed. The leader's job is to provide direction as well as to be considerate of his/her subordinate's needs. According to the author, the most effective leader is one who uses participatory management.

New

Fox, J., & Hernandez, L. (1989). **Offsetting the iron law of oligarchy: The ebb and flow of leadership accountability in a regional peasant organization.** *Grassroots Development*, *13*(2), 8-15.

The iron law of oligarchy (Michels, *Political Parties*, 1911) states that large-membership organizations inevitably evolve from democratic beginnings into bureaucratic systems. In the Third World, opportunities to pursue power or to benefit economically often seduce grassroots leaders away from membership concerns. Membership participation can reinforce leader accountability through two-way communication, involvement in agenda planning, and decentralization of power. The Union de Ejidos Lazaro Cardenas' defense of members' interest in response to government policies is chronicled.

Gardner, J. W. (1987, March-April). **Leaders and followers.** *Liberal Education*, *73*(2), 4-8.

Gardner describes the interaction that takes place between leaders and their constituents. He discusses the failures of followership. He believes that 90% of leadership can be taught, while the other 10% is comprised of exceptional energy, stamina, and other undefined qualities.

Goodwin, D. K. (1978, October). **True leadership.** *Psychology Today*, pp. 46-58, 110.

The author interviews James MacGregor Burns about his theories on leadership. Burns believes that we must study the development of leaders and followers to understand the concept of leadership. He feels that "leadership and followership lie in the vast pool of human wants, and the transformation of those wants into social aspiration, collective expectations and political demand." Leaders of today tend to be charismatic and superficial, partly because of media influence.

New

Hirschhorn, L. (1990). **Leaders and followers in a postindustrial age: A psychodynamic view.** *Journal of Applied Behavioral Science: Special Issue: Character and Leadership*, *26*(4), 529-542.

To develop a collaborative relationship, a leader must show dependence on followers, exposing vulnerability. Likewise, a follower desiring to collaborate may be seen by a leader as threatening, thus exposing vulnerability. Case studies illustrate the psychological awareness and growth experienced by followers and leaders who have learned to depend on one another by accepting their own vulnerabilities.

Kanter, R. M. (1982). **Dilemmas of managing participation.** *Organizational Dynamics*, *10*(2), 5-27.

Kanter discusses six sets of dilemmas that must be resolved to ensure that participating teams work effectively for the organization: dilemmas around initiation, structure, issue, choice, teamwork links between teams and their environment, and evaluation/continuation.

Lee, C. (1991). **Followership: The essence of leadership.** *Training*, *28*(1), 27-35.

Traits of effective followership are independent critical thinking, and an active versus passive nature. Lee defines five levels of followership as: "sheep" who are dependent and passive; "yes people" who are active but uncritical; "alienated followers" who are critical and independent but don't act; "survivors" who balance in the middle of both traits; and "effective followers" who think for themselves and carry out tasks with enthusiasm. Effective followers behave like good leaders. Effective followership is exemplified at Lincoln Electric.

New

Manz, C. C. (1992). **Self-leading work teams: Moving beyond self-management myths.** *Human Relations*, *45*(11), 1119-1140.

In a self-management situation, an employee determines how to complete a task or meet a standard. In a self-influence situation, an employee determines what should be done and why. Self-managed teams share efforts and decision making to benefit the whole. Self-leading teams involve the workforce in determining the direction of the organization and they carry out that direction.

Manz, C. C., & Sims, H. P., Jr. (1991). **SuperLeadership: Beyond the myth of heroic leadership.** *Organizational Dynamics*, *19*(4), 18-35.

SuperLeadership is defined as leading others to lead themselves. As the tendency toward participatory management grows in today's workplace, the need for strong leadership increases. Manz and Sims suggest that facilitation of self-leadership maximizes workers' contributions, thus increasing leadership effectiveness. Seven steps to become a SuperLeader are outlined. Examples are given of organizations with different leadership styles, including examples of successful SuperLeadership.

New

Mmobuosi, I. B. (1991). **Followership behaviour: A neglected aspect of leadership studies.** *Leadership and Organization Development Journal*, *12*(7), 11-16.

Appointments to leadership positions come from above, but confirmation comes from below. What is appropriate leader behavior when subordinates are uncooperative? A research study controlled subordinate noncooperation in three groups. Mmobuosi reports the research findings and conclusion that leader behavior results partially from relationships with subordinates.

Morris, M., Bennis, W., Russell, A. M., Calvacca, L., Kruger, P., & Touby, L. (1990, March). **The new breed of leaders: Taking charge in a different way.** *Working Woman, 15*, 73-79.

The big, bad boss of the 1980s is being replaced by the inspirational, principled, empowering leader of the 1990s. Business leaders must appreciate that people are an organization's greatest resource. Leaders must win the trust and loyalty of their followers through constancy, congruity, reliability, integrity, and mutual respect. Examples illustrate both the old bad boss and the effective new leadership styles.

Neilsen, E. H. (1986). **Empowerment strategies: Balancing authority and responsibility**. In Srivastva, S., *Executive power* (pp. 78-110). San Francisco: Jossey-Bass.

Neilsen recognizes a growing gap between the responsibilities of a typical executive and the authority granted by this person's subordinates. To close the gap, an executive can accumulate more personal power or can empower subordinates to share the responsibilities, using their power on the executive's behalf. Neilsen offers a model of leadership styles needed to empower members through five stages of group development.

Odiorne, G. S. (1991). **Competence versus passion.** *Training & Development, 45*(5), 61-64.

Passion is an emotion which sparks temporary motivation, but it needs to be reignited periodically. Competence takes longer to emerge but gets greater results. Competence is comprised of ability, talent, skill, proficiency, and capability. Competence occurs when workers are empowered. When workers know a manager's expectations and have the necessary tools and training, they are empowered to apply their abilities to achieve the organization's goals with competence.

New

Reitzug, U. C. (1992). **Self-managed leadership: An alternative school governance structure.** *Urban Review, 24*(2), 133-147.

The problems facing urban schools—drugs, lack of discipline, declining test scores, and dysfunctional families—require that school leadership be assumed by the frontline members of the educational system, the teachers. Traditionally, limitations have been placed on teachers' authority to solve problems and make decisions. Emerging is a structure to empower teachers through participative decision making. Reitzug suggests an alternative structure of self-management which would utilize individual potential, synergize ideas, build commitment, and create teacher leadership.

New

Ripley, R. E., & Ripley, M. J. (1993). **Empowerment: What to do with troubling employees?** *Journal of Managerial Psychology, 8*(3), 3-9.

Troubling employees are described as immature, demanding, blaming, incompetent, uncooperative, passive-aggressive, or psychologically unhealthy. In other words, they are employees a manager would be afraid to empower. Ripley and Ripley discuss empowering solutions, such as modelling from the top and concentrating on objective, nonthreatening training in the areas of quality and continuous improvement.

New

Rost, J., & Smith, A. (1992). **Leadership: A postindustrial approach.** *European Management Journal, 10*(2), 193-201.

The old, industrial-age, authoritative style of leadership has failed. A postindustrial approach is founded upon leaders and followers in agreement on mutual purposes. The authors propose a model of the five Cs of credibility: character, care, courage, composure, and competence.

New

Sarros, J. C. (1992). **What leaders say they do: An Australian example.** *Leadership and Organization Development Journal, 13*(5), 21-27.

A Management-Leader Profile (MLP) model is used to illustrate the results of 32 top Australian executives interviewed over a nine-month period during 1990. Executives were selected based on their contributions to management and leadership in Australian public- and private-sector organizations. The MLP indicates leaders and managers fall into one of two zones, the proactive or reactive. Whatever the organization's leadership-management style, leaders should be proactive and empowering rather than reactive and de-energizing.

Vanderslice, V. J. (1988). **Separating leadership from leaders: An assessment of the effect of leader and follower roles in organizations.** *Human Relations, 41*, 677-696.

What are the distinctions between leadership and leadership functions? Can these functions be carried out by other members of the organization? What conditions are necessary to make a "leaderless" organization successful? These are some of the questions addressed in Vanderslice's comparison study which examines Moosewood Industries, a leaderless-structured enterprise, and another company that has a flat structure. The conclusions of the study raise some basic questions for behavioral scientists about the definition of motivation, power, and responsibility.

BOOKS

Bailey, F. G. (1988). ***Humbuggery and manipulation: The art of leadership.*** Ithaca, NY: Cornell University Press.

Bailey contends that leaders control followers through domination, deception, and cultivation of ignorance. He writes that leadership is by its very nature defiling, that no successful leader can be immaculate, and that the human condition is untidy and most often without reason. He recommends that followers recognize evil or criminal behavior and offer compassion to those who are corrupted by the exercise of power.

New
Block, P. (1993). ***Stewardship: Choosing service over self-interest.*** San Francisco: Berrett-Koehler.

Stewardship replaces top-down control with partnership and choice at all levels. Individuals within an organization take responsibility and hold themselves accountable. Block presents models of stewardship for organizations and for individuals. He states that organizations that practice stewardship will succeed by choosing service over self-interest and by integrating the best of the human spirit with the demands of the marketplace.

Cohen, S. S. (1989). ***Tender power: A revolutionary approach to work and intimacy.*** Reading, MA: Addison-Wesley Publishing.

Tender is defined as nurturing, empowering others, and sharing responsibility for family. *Power* is defined as intellectual and economic freedom, clout to lead, make money, make decisions, change the world, and rouse the government. A "true woman" combines tender and power to fuse nurturing with advancement. She is committed to work and home without being enslaved by either. Tender power is empathy, taking control of life, rejoicing in positive differences, and personal growth; it is not imitating men. Cohen interviews corporate and entrepreneurial women who successfully exercise tender power.

Fox, W. M. (1987). ***Effective group problem solving: How to broaden participation, improve decision making, and increase commitment to action.*** San Francisco: Jossey-Bass.

The author has examined the ways in which one can achieve success by using participative problem solving in the work group, committee, or volunteer group. The many achievements of participation-based programs in industry are described, with gentle reminders to others of the difficulties they may encounter if they fail to understand and learn from such model programs. The Improved Nominal Group Technique is presented. This process consists of research-based guidelines that minimize or eliminate the many problems found in conventional group procedures. As a follow-up and review, the appendix includes a test of the concepts of the INGT.

Heller, T. (1986). ***Leaders and followers: Challenges for the future.*** Greenwich, CT: JAI Press.

Heller discusses the concepts and dynamics of leadership and followership. The concept of participative leadership and the changing environment of leadership is also reviewed.

Hollander, E. P. (1978). ***Leadership dynamics: A practical guide to effective relationships.*** New York: Free Press.

This book focuses on effectiveness leadership with an emphasis on leader-follower relations. Hollander defines leadership as an influence process with a variety of styles and situations. He introduces a concept of "social exchange," in which each participant gives and receives something from the relationship and rewarding-type behavior is practiced.

New
Kelley, R. E. (1992). ***The power of followership: How to create leaders people want to follow and followers who lead themselves.*** New York: Currency/Doubleday.

"Leaders contribute on the average no more than 20 percent to the success of most organizations." Kelley's assertion begins a new look at the roles of leaders and followers in organizations. Breaking from the conventional definition of followers as sheep, Kelley defines them as people who know what to do without being told. He also asserts ambition is less and less a correlate of success; groups with many leaders can be chaotic while groups with none can be very productive; there are styles of followership, just as there are styles of leadership. Leaders are urged to understand and embrace shared responsibility and reward.

New
Lawler, E. E., III (1992). ***The ultimate advantage.*** San Francisco: Jossey-Bass.

High-involvement management practices—those which foster quick adaptation and change and satisfy work relationships—are not just a good idea; they are an economic necessity. Acknowledging that employees give more to their work when they have a say in how the company is run, Lawler outlines programs which go beyond the total quality management approach. Providing a competitive advantage is characterized by diversity, entrepreneurial behavior, and respect for the individual. Organizations encourage innovation, increase cost-effectiveness, and deliver enhanced quality, customer service, and speed by setting up work teams.

Lundy, J. L. (1990). ***Lead, follow or get out of the way: Leadership strategies for the thoroughly modern manager.*** San Marcos, CA: Avant Books.

Based on his management seminars, Lundy has created this easy-to-read outline on participative leadership. Communication and understanding are the keys to move from an authoritarian style to a more effective participative style. Lundy offers evaluation techniques and challenges for adopting change. Ten commandments simplify the basics of maintaining good relationships.

New

Renesch, J. (1992). ***New traditions in business: Spirit and leadership in the 21st century.*** San Francisco: Berrett-Koehler.

Dedicated "to the men and women in the business community who possess a vision for a better world and the courage to evoke a positive change," this is a collection of writings from 15 leading pioneers of new-paradigm thinking. In a move away from traditional "bottom line" thinking, the work fuels the quest for observing spiritual values, building learning organizations, creating empowered workplaces, and unleashing the full potential of personal creativity and productivity. Part I establishes the groundwork for the new business paradigm and the human factor. Part II explores the methodology required to shift to a new business consciousness that is more inclusive, responsible, and caring.

Rost, J. C. (1991). ***Leadership for the twenty-first century.*** New York: Praeger.

A critique of 150 writings on leadership since 1930, this book explores old definitions of leadership and proposes a new one. Fundamental concepts of great-man theories, facilitators, psychological traits, behavior, situation, and excellence are criticized for oversimplifying a complex set of relationships. Rost suggests that a study of followership will help scholars, trainers, and practitioners to better understand leader/follower relationships.

Tjosvold, D. (1986). ***Working together to get things done: Managing for organizational productivity.*** Lexington, MA: Lexington Books.

Cooperation, coordination, and group effectiveness are key to organizational success. Tjosvold offers ideas, strategies, and procedures to reduce conflict and improve productivity through collaboration. Bridging the gap between research and practice, this book's approach encompasses leadership, power, conflict, and participative management. It summarizes research theories, discusses practical applications, suggests plans of action, and illustrates effective teamwork with examples from successful companies.

Vogt, J. F., & Murrell, K. L. (1990). ***Empowerment in organizations: How to spark exceptional performance.*** San Diego, CA: University Associates.

Empowerment liberates, rather than controls, people. Whether self-initiated or initiated by management, empowerment enables employees to control their own commitment and contribution to an organization. This automatically enlarges the power of that organization. Vogt and Murrell offer a framework for understanding empowerment and practical advice necessary to apply it. Included are three management-style surveys: organizational culture, subordinates' perceptions, and managers' perceptions.

ETHICS

ARTICLES

Christie, R. (1970, November). **The Machiavellis among us.** *Psychology Today*, pp. 82-86.

Various experiments were conducted to determine an individual's level of Machiavellianism. Characteristics of both high- and low-Machiavellian individuals are given. A true Machiavellian is not concerned with morality, is cool and detached from other people, and is more concerned with the means than the ends.

Covey, S. R. (1991). **Leading by compass.** *Executive Excellence*, *8*(6), 3-5.

Principles are self-evident, self-validating natural laws which serve as a compass in our lives, providing vision and direction. Values reflect our cultural influences, personal discoveries, and family scripts. Values are like "glasses" through which we see the world and evaluate, prioritize, judge, and behave. Principles are objective and external. Values are subjective and internal and, therefore, subject to change. Centering on unchanging principles brings permanency and power into our lives. Covey offers models for principle-centered leadership.

Kelly, C. M. (1987). **The interrelationship of ethics and power in today's organizations.** *Organizational Dynamics*, *16*(1), 4-18.

The focus of this article is on Kelly's analysis of the "destructive achiever." The "destructive achiever has the charisma of a leader, but lacks his operational values; this achiever's net effect on the long-term welfare of the organization is negative." The author identifies three types of destructive achievers and discusses their influence and negative impact on an organization. Kelly concludes that leadership must remain vigilant for counterproductive behaviors. Dialogue, values discussion, and active participation within the organization are required.

New

Kouzes, J. M., & Posner, B. Z. (1992). **Ethical leaders: An essay about being in love.** *Journal of Business Ethics*, *11*(5), 479-484.

Love constitutes the soul of ethical leadership. Ethical leaders understand the needs and values of their constituents and raise the level of human conduct. The authors claim that love lights a fire to get things done and that it is healing, supportive, and creative. Love is the power behind individual health; why not organizational health?

New

Neville, R. C. (1989). **Value, courage, and leadership.** *Review of Metaphysics, 43*(169), 3-26.

In this presidential address to the Metaphysical Society of America, Neville claims that leadership is obligated by social conditions. He discusses personal virtue, courage, and social responsibility as perceived by Plato and several 20th century philosophers. He confesses that his view of leadership is moral idealism.

Wallace, D., & White, J. B. (1988). **Building integrity in organizations.** *New Management, 6*(1), 30-35.

An audit of organizational ethics reveals common gaps between desired behavior and actual practice. The authors identify nine lessons which are considered the most important factors that determine an organization's climate of integrity. Also identified are seven commonly held assumptions that turn out to be dangerous myths.

BOOKS

Badaracco, J. L., Jr., & Ellsworth, R. R. (1989). ***Leadership and the quest for integrity.*** Boston: Harvard Business School Press.

This book poses the question, "How do managers deal with the messy realities and trade-offs of today's business world?" Intending to challenge traditional beliefs about leadership, the authors conducted lengthy interviews with the CEOs of Citicorp, Du Pont, Johnson & Johnson, Colgate-Palmolive, and other major companies. Their experiences provide insight into how managers can juggle their responsibilities to the organization, their personal beliefs, their behavior, and their vision for the future of the organization. It is the consistency with which they balance their visions, intentions, and actions that equals integrity. This consistency, claim the authors, is the truest path to leadership.

Bellingham, R., & Cohen, B. (1990). ***Ethical leadership: A competitive edge.*** Amherst, MA: Human Resource Development Press.

Ethical issues facing business today are: protecting the environment; health and safety; quality of product or service; and relations with employees, customers, and community. Based on a 1988 international survey of 300 executives, Bellingham and Cohen have devised a range of ethical goals. At the low end is "staying out of trouble." The ideal is "becoming an ethical exemplar." The authors suggest action steps to achieve the highest goals and list exemplars who have found that ethical practices do result in long-term business success.

Bick, P. A. (1988). ***Business ethics and responsibility: An information sourcebook.*** Phoenix, AZ: Oryx Press.

This annotated bibliography covers a broad range of materials available on the topics of corporate social responsibility and business ethics. As no company or institution is exempt from social, political, and environmental issues facing communities, countries, and nations, it is imperative that organizations be well aware of their responsibility to maintaining ethical standards in their business practices. With this in mind, the author covers, by subject, material which addresses ethics in the areas of advertising, finance, management, marketing, accounting, and other areas.

Covey, S. R. (1991). ***Principle-centered leadership.*** New York: Summit Books.

Principles are "natural laws and governing values that are universally valid," such as fairness, equity, justice, integrity, honesty, and trust. Leadership is the ability to apply these principles to problems, resulting in quality, productivity, profitability, and win-win relationships. Covey explains his concepts of alternative life- and organizational-centers, leadership levels, maturity continuum, power process, conditions of empowerment, management paradigms, and learning environments. At the center of his concepts are principles, like a compass guiding the way.

Francis, D., & Woodcock, M. (1990). ***Unblocking organizational values.*** Glenview, IL: Scott, Foresman.

Managers' values shape the destiny of an organization. Whether success is defined as profitability or as contribution to society, values create a strong foundation for setting and achieving goals. Effectiveness, fairness, economy, teamwork, and opportunism are among the 12 basic values examined. A questionnaire is included to analyze and clarify an organization's values. Practical steps at the end of each chapter guide leaders toward setting values into action.

Hall, B. P., & Thompson, H. (1980). ***Leadership through values: A study in personal and organizational development.*** New York: Paulist Press.

Hall has conducted 13 years of research on value theory in personal development, religious and educational organizations, and international-management situations. His theory of consciousness and value development has been used in urban planning and human-resource development, and in establishment of organizational culture. "Competent, caring persons can humanize our institutions and harness our technologies. In cooperation with others who care, they can seek to restore harmony to our natural world, to our inner worlds, and among our human communities." Seven leader-followership styles are described.

New

Hawley, J. (1993). ***Reawakening the spirit in work: The power of dharmic management.*** San Francisco: Berrett-Koehler.

Dharmic is a Sanskrit word meaning deep, deep integrity, or living by your inner truth. Dharmic management fuses spirit, character, values, and decency within the workplace. This nonreligious book guides the reader toward achieving purpose, peace, health, and happiness in business life and life in general.

Hitt, W. D. (1990). ***Ethics and leadership: Putting theory into practice.*** Columbus, OH: Battelle Press.

Leaders have considerable influence on the ethical conduct of their people when they transform vision into action, empower others, and use their own power to achieve worthwhile ends. This book is intended to help managers understand ethics, make ethical decisions, and promote ethical conduct. Values are described as beliefs which guide behavior toward meeting goals. Examples, practical suggestions, and exercises illustrate traditional American values, organizational and personal values, ethical conflicts, styles, and systems. An organizational code of ethics is proposed.

Lombardo, M. M. (1986). ***Values in action: The meaning of executive vignettes*** (Tech. Rep. No. 28). Greensboro, NC: Center for Creative Leadership.

The premise of this paper is that organizational and individual values are cemented not only through grand events but also through small ones. These vignettes or episodes are vividly remembered even decades later. This paper attempts to show that these vignettes collectively have major significance for organizations, and what they signify needs to be managed to enhance individual and organizational effectiveness.

New

Miller, L. C., & Moyer, H., (Eds.). (1992). ***Ethics and leadership: Proceedings of ALE seminar.*** University Park, PA: Rural Development Centers, or contact Christopher Fiecerdes, Clemson University, 211 Barre Hall, Clemson, SC 29634-0355. Phone: (803) 656-0196.

The Association of Leadership Educators was formed in 1990 to provide a bridge between theory and practice. At the second annual ALE seminar in 1992, educators presented papers on ethics and leadership. Topics addressed were: shared leadership, collaborative problem solving, diversity, program design, strategies, and evaluation.

Srivastva, S. (Ed.). (1988). ***Executive integrity: The search for high human values in organizational life.*** San Francisco: Jossey-Bass.

Twelve leading scholars in the field of organizational behavior examine the role integrity plays or could play in contemporary organizational thinking and decision making. From Michael Maccoby's inventive "Integrity: A Fictional Dialogue," to the empirically based "Reciprocal Integrity: Creating Conditions that Encourage Personal and Organizational Integrity," by Chris Argyris and Donald Schon, this collection of original essays should appeal to academics, executives, students, and individuals concerned about ethical thinking in the corporate environment.

Walton, C. C. (1988). ***The moral manager.*** Cambridge, MA: Ballinger.

How does the ethical manager tackle the hard questions that decision-makers must ask? "If knowing what's right doesn't necessarily mean doing what's right, how is virtue instilled in managerial development?" "How can we keep vital those organizational values that brought success in the first place?" The author brings to this work two original features that make this book useful. An ethics quiz at the start of each chapter encourages readers to challenge their own belief systems while they feel the pressure of ethical dilemmas. In addition, scenarios found throughout the book draw out the often conflicting values managers must weigh in their work.

EXPERIENCE

ARTICLES

New

Bettin, P. J., & Kennedy, J. K. (1990). **Leadership experience and leader performance: Some empirical support at last.** *Leadership Quarterly, 1*(4), 219-228.

This study proposes a measure of leader experience based on work history and examines its relevance to leader performance. Subjects were 84 U.S. Army company commanders and battalion staff officers. Work history factors include: length of time served, type of positions held, nature of previous duties, and skills acquired. Results suggest that work experience with relevant previous duties is a valid indicator of future leader performance.

Csoka, L. S. (1974). **A relationship between leader intelligence and leader rated effectiveness.** *Journal of Applied Psychology, 59*, 43-47.

Csoka contends that the relationship between a leader's intelligence and performance has been low in prior research, because leader effectiveness depended on a motivational style and a positive situation. In this paper, he suggests that intelligence be conceptualized as a leader's ability to integrate his or her experience and thus provide the leader with technical skills and improved interpersonal relationships. He contends that this concept provides a relationship between a leader's intelligence and performance.

New

Fiedler, F. E. (1992). **Time-based measures of leadership experience and organizational performance: A review of research and a preliminary model.** *Leadership Quarterly: Special Issue: Individual Differences and Leadership: II, 3*(1), 5-23.

Work experience is comprised of time in service, time in a leadership position, time in a work unit, diversity of experience, relevant experience, and overlearned behavior. Leadership experience alone does not correlate to performance. Research indicates that intellectual abilities and effort must correlate to experience for high performance, particularly in times of stress or uncertainty.

Lombardo, M. M., & McCall, M. W., Jr. (1983, March). **Management homilies: Do they hold up under close examination?** *Management Review*, pp. 52-55.

One hundred nine executives were interviewed to determine how executives learn and change through their careers. From interviews it was found that successful leaders do make big mistakes, possess a combination of toughness and basic values, have both good and bad role models, and discuss diversity in types of experiences rather than diversity in jobs or increased responsibility.

BOOKS

Eichinger, R. W., & Lombardo, M. M. (1990). ***Twenty-two ways to develop leadership in staff managers.*** Greensboro, NC: Center for Creative Leadership.

This report notes the gap in developmental opportunities between staff (human resources, engineering, R&D, PR) and line (sales, manufacturing, operations, management). Employees in line functions have authority to make final decisions and can measure their output by revenue. They are, therefore, exposed to the experiences which develop successful executives. Staff managers can gain developmental experience by taking challenging jobs, such as start-ups, fix-its, or leaps in responsibility. Lessons can be learned from role models, coursework, and hardships which cause self-examination. A variety of experiences leads to success. A study of 250 executives' most significant learning experiences explains why a gap exists between staff and line development. Twenty-two recommendations are made for closing the gap.

Lindsey, E. H., Homes, V., & McCall, M. W., Jr. (1987). ***Key events in executives' lives.*** (Tech. Report No. 32). Greensboro, NC: Center for Creative Leadership.

This report is designed for those individuals who are concerned with the development of executive talent. Drawing on information gathered from over 191 successful executives from six major corporations, this book systematically examines the key events and pivotal experiences which have contributed to these individuals' "high potential" designation.

McCall, M. W., Jr., Lombardo, M. M., & Morrison, A. M. (1988). ***The lessons of experience: How successful executives develop on the job.*** Lexington, MA: D. C. Heath and Co.

"Where do successful business leaders come from?" "How do they learn the skills that propel them to the top of their companies?" In pursuit of answers, these authors sought out top executives across the U.S. and asked them about the work experiences which had the greatest influence on the direction of their careers. By examining these career profiles and evaluating them in a systematic manner against current research in the fields of learning and human motivation, the authors reveal surprising answers to what actually shapes the managerial lives of individuals with executive leadership potential.

McCauley, C. D. (1986). ***Developmental experiences in managerial work: A literature review.*** (Tech. Rep. No. 26). Greensboro, NC: Center for Creative Leadership.

As part of a research project on executive growth and learning, researchers at the Center for Creative Leadership interviewed successful executives about important events in their careers. The purpose of this paper is not to provide an extensive presentation of the CCL research but to take a look at past research studies in the context of the CCL research.

New

Palus, C. J., Nasby, W., & Easton, R. D. (1991). ***Understanding executive performance: A life-story perspective.*** Greensboro, NC: Center for Creative Leadership.

What can be discerned about executive performance by studying the person outside the workplace? What can we learn by looking closely at the way an executive relates personal narratives or life-story experiences? The paper is built around the case of Dodge Morgan, who at the age of 54 circumnavigated the world alone in a 60-foot sailboat. Drawing on excerpts from Morgan's personal log, the authors explore the relationships among identity, personality, and executive performance.

POWER AND INFLUENCE

ARTICLES

New

Fiol, C. M. (1991). **Seeing the empty spaces: Towards a more complex understanding of the meaning of power in organizations.** *Organization Studies, 12*(4), 547-566.

Leaders exert power by doing and deciding. They also exert power in the empty spaces, by not doing and not deciding. Fiol uses semiotics, the study of how something comes to mean what it does within a particular context, as a lens for understanding the multiple dimensions of power. Autobiographies of two auto-industry leaders, Henry Ford and Lee Iacocca, are analyzed to illustrate the meaning of power.

New

Frost, T. F., & Moussavi, F. (1992). **The relationship between leader power base and influence: The moderating role of trust.** *Journal of Applied Business Research, 8*(4), 9-14.

Trust and its effects on a leader's power base and ability to influence subordinates is examined. Frost and Moussavi offer two models differentiating organizational and individual bases of power. Expert, referent, and information power bases have a positive effect on trust. Legitimate, coercive, and reward power bases have a negative effect on trust.

Kotter, J. P. (1978). **Power, success, and organizational effectiveness.** *Organizational Dynamics, 6*(3), 26-40.

Kotter describes power in organizations: how people acquire and manage power; why success in some jobs depends on power-oriented behavior but in other jobs does not; and how and why successful power-oriented behavior can work for or against the overall interests of the organization.

New

Miller, J. B. (1983). **Women and power.** *Social Power, 13*(4), 3-6.

Miller contends that women historically have used power to nurture and support others, and that women fear using power for self-enhancement. She suggests that women's nurturing approach to power may be more beneficial to society as a whole than a traditional self-interest power motive. She encourages women to use power to nurture themselves as well as others.

New

Pfeffer, J. (1992). **Understanding power in organizations.** *California Management Review, 34*(2), 29-50.

All organizations are political structures where the interdependence of many people is required to get a job done. Power is used by managers to influence behavior, change the course of events, overcome resistance, and to get people to do things that they would otherwise not do. Managers need to recognize varying interests, diagnose different perspectives, be willing to build sources of power, and understand the forces of timing, structure, and commitment. Putting knowledge into action and facing opposition create power that is beneficial to individuals and organizations.

Salancik, G. R., & Pfeffer, J. (1977). **Who gets power—and how they hold on to it: A strategic-contingency model of power.** *Organizational Dynamics, 5*(3), 2-21.

Power adheres to those who can cope with the critical problems of the organization. As such, power is not a dirty secret but the secret of success. This article argues that traditional "political" power, far from being a dirty business, is one of the few mechanisms available for aligning an organization with its own reality.

New

Schultz, M. C. (1992). **Leadership and the power circle.** *Human Systems Management, 11*(4), 213-217.

An individual's power circle is comprised of position, expertise, and referent power. Awareness of one's power-base strengths and weaknesses maximizes effective leadership. Suggesting that power usage is determined by situations rather than preferred style, Schultz concludes that effectiveness is achieved through self-recognition and self-understanding. Strengthening power effectiveness in particular situations enhances one's future power potential in similar situations, leading to enhanced leadership abilities.

New

Simonton, D. K. (1991). **Personality correlates of exceptional personal influence: A note on Thorndike's (1950) creators and leaders.** *Creativity Research Journal, 4*(1), 67-78.

Leaders exert exceptional personal influence over others in the areas of politics, war, business, and religion. Creators exert a like influence in the arts, humanities, and sciences. Using a 1950 study, which scores personality factors of 48 leaders and 43 creators, four shared dimensions are identified. Industriousness, extraversion, aggressiveness, and intelligence are then measured in a composite archival index to determine differential eminence.

New

Smither, R. D. (1991). **The return of the authoritarian manager.** *Training, 28*(11), 40-44.

The authoritarian style of management remains an effective alternative in many cases. Following are some situations where authoritarianism is likely to work well: when employees are poorly educated or do not want responsibility for decision making, when productivity is more important than employee satisfaction, and when short-term performance goals must be met. While *authoritarian management* is not a synonym for *oppressive or punitive management*, there is no evidence that teamwork or quality circles in themselves will result in improved productivity.

BOOKS

New

Bair, M. L., & Mayhew, R. M. (1991). ***Power and leadership: A resource guide.*** Updated ed. Newark, DE: Delaware Public Administration Institute, College of Urban Affairs and Public Policy, University of Delaware.

This resource guide on women and power and leadership was developed by the Delaware Public Administration Institute for its 1990 *Women's Leadership Retreat* and updated for its *Power and Leadership* symposia. Relevant writings and research are summarized to highlight the following areas of concern: power, gender differences, success and derailment, mentors, changes in society, and the many characteristics of an effective leader. An annotated bibliography suggests further reading materials.

Cohen, A. R., & Bradford, D. L. (1990). ***Influence without authority.*** New York: John Wiley & Sons.

Techniques are outlined for motivating peers, superiors, and subordinates to lend support and share resources. Case scenarios exhibit the right and wrong paths to understanding your allies, mutual exchange, building effective relationships, becoming a partner with your boss, and playing hardball. The authors differentiate between manipulation and influence.

Cuming, P. (1981). ***The power handbook.*** Boston: CBI Publishing.

This book examines the concept of power and its effect on organization. The six kinds of power, influence, and manipulation are covered in direct, easy-to-understand chapters. A good book for lecture material, it also has various exercises and profiles to use with organizations or classes.

New

Fairholm, G. W. (1993). ***Organizational power politics: Tactics in organizational leadership.*** Westport, CT: Praeger.

In a power situation, two or more parties compete for materials, space, or energy. Using power tactics leads to action which will meet the goals of one party. Fairholm identifies 22 power tactics, including: using ambiguity, displaying charisma, legitimizing control, rationalization, and ritualism. He compares ethics, frequency of use, and effectiveness in varying relationships and varying bases of power.

Hagberg, J. (1984). ***Real power: The stages of personal power in organizations.*** Minneapolis: Winston Press.

Personal power is derived from external sources (expertise, titles, degrees, authority) and from internal sources (introspection, personal struggles, accepting and valuing self). Hagberg presents a model of the six stages of personal power: powerlessness, power by association, power by symbols, power by reflection, power by purpose, and power by gestalt. Each stage is demonstrated with applications to life and work situations. Summary pages may be photocopied. Questionnaires allow the reader to evaluate personal stages.

Jouvenal, B. (1949). ***On power: Its nature and the history of its growth.*** New York: The Viking Press.

This is a classic work on the origins of power and the history of its development. Divided into what the author terms as *books*, each section delves into a particular aspect of the use and meaning of power. Book I examines the origins of civil obedience as well as the growth of sovereignty as a divine and political right. Subsequent sections study the notions of the power of command in time of warfare and explore the use of power in controlling social order. Later sections discuss how power may appear to change through revolution and new government when in fact its essential nature remains constant. The issue of limited versus unlimited power, as in the choice between liberty or security, is discussed.

Kennedy, D. M., & Parrish, M. E. (Eds.). (1986). ***Power and responsibility: Case studies.*** San Diego, CA: Harcourt-Brace Jovanovich.

The essays in this volume seek to illuminate factors of the complex relationship between leaders and followers. The aim is to explain the personality traits of several leaders and the techniques of power-wielding. Nine case studies of the pursuit and exercise of power in modern America are included.

Korda, M. (1976). ***Power: How to get it, how to use it.*** New York: Ballantine Books.

As Korda sees it, life is a series of power plays—from office politics to bargaining with the clerk in a fruit stand. Consequently, he offers guidance in understanding power and developing methods for assuming and exerting it.

Lukes, S. (1975). ***Power: A radical review.*** Atlantic Highlands, NJ: Humanities Press International.

Lukes presents what he terms a *three-dimensional model of power* which, among other things, adds to our understanding of power the concepts of "real interests" and "latent" conflict. This study is of the less visible dimensions of power.

McClelland, D. C. (1979). ***Power: The inner experience.*** New York: Irvington.

The author is primarily concerned with major personal and national motives, such as the need for power, the need for achievement, and the need for affiliation, as they are revealed in personal and group fantasies. Using modern techniques of measurement, the author tests and validates the theory of psychosexual and psychosocial development. Detailed findings are provided. National motivational characteristics are explored as to where they fit in a psychosocial power drive.

New

Pfeffer, J. (1992). ***Managing with power: Politics and influence in organizations.*** Boston: Harvard Business School Press.

A decision changes nothing unless it is implemented. But getting others to do something they wouldn't ordinarily do requires power. Examples from Lyndon Johnson and Henry Kissinger to Henry Ford show how strong leaders amass the support and resources they need to get things done. Pfeffer explores sources of power in organizations, outlines strategies for effectively using power (including timing, interpersonal influences, and symbolic actions), and shows how power is lost. Though power and influence are an organization's "last dirty secret," they provide the means to effect change and bring about innovation.

New

Zaleznik, A. (1993). ***Learning leadership: Cases and commentaries on abuses of power in organizations.*** Chicago: Bonus Books.

Using 20 case studies, Zaleznik encourages the leader to learn from the mistakes of others, then to learn by doing. Sections address use and abuse of power, rivalry and ambition, the psychodynamics of leadership, and organizations in crisis. Zaleznik states that leadership is continuous on-the-job training.

Zaleznik, A., & Kets de Vries, M. F. R. (1975). ***Power and the corporate mind.*** Boston: Houghton Mifflin.

The basis for this book is the clinical perspective of psychoanalysis. It continues the work begun with earlier publications and leads the way to further communications on the psychodynamics of leadership and organizations. The author contends that understanding how leaders accumulate and use power is a special and continuing requirement of a democratic society.

QUALITY

ARTICLES

New

Chandra, M. (1993). **Total quality management in management development.** *Journal of Management Development, 12*(7), 19-31.

Total quality management is an integral part of management functions at all levels of an organization. Customer focus, continuous improvement, employee training, and employee involvement in problem solving enhance the quality of products and services. A study of 20 top contenders for the Malcolm Baldrige National Quality Award reveals the impact of TQM practices on performance. Employee relations, operating procedures, customer satisfaction, and financial performance increased when TQM practices were used.

New

Darling, J. R. (1992). **Total quality management: The key role of leadership strategies.** *Leadership and Organization Development Journal, 13*(4), 3-7.

Ths article presents a model of keys to organizational quality which includes two components, care of customers and constant innovation, built on a foundation of committed people. Four strategies are used by leaders to achieve this model. Gaining attention through a shared vision creates a quality focus. Communicating the meaning behind the vision helps unite the team in identification and solution of problems. Positioning for trust implies integrity, accountability, persistence, and reliability. Confidence through respect, for self and for others, seeks and develops talent to its fullest potential.

BOOKS

New

Alster, J., & Gallo, H. (Eds.). (1992). ***Leadership and empowerment for total quality.*** New York: The Conference Board.

This is a special report marking the 75th anniversary of The Conference Board, whose mission is to improve the business-enterprise system and to enhance the contribution of business to society. The following CEOs share their organizations' experiences with total quality management through empowerment: Jon C. Madonna, KPMG Peat Marwick; Paul Allaire, Xerox Corporation; John Johnstone, Olin Corporation; and Ernest Drew, Hoechst Celanese Corporation.

Parker, M. (1990). ***Creating shared vision: The story of a pioneering approach to organizational revitalization.*** 1st U.S. ed. Clarendon Hills, IL: Dialog International.

This is the story of a shared vision that turned KF Hydro Aluminum around. As an unprofitable, energy-consuming, polluting plant, it faced management-union problems and a lack of technical skills. Parker worked with new management and 1,700 employees to create a new vision called "We want to be better." They chose to focus on technical-skills training, communication, quality, and service. Uniting all employees in one purpose allowed KF Hydro Aluminum to reach a new plateau within two years.

New

Spechler, J. W. (1993). ***Managing quality in America's most admired companies.*** San Francisco: Berrett-Koehler.

Since 1987 the National Institute of Standards and Technology, an agency of the Department of Commerce, has presented the Malcolm Baldrige Award for excellence in quality management and achievement. Up to two awards each year are given in three categories: manufacturing companies, service companies, and small business. This book, which describes the requirements, evaluation process, and criteria for selection, may be used as preparation for application, a basis for local awards, self-assessment, goal setting, or training. Success stories of previous winners reveal quality at work.

TRAINING, EDUCATION, AND DEVELOPMENT

GENERAL WORKS

ARTICLES

New

Austin, N. K. (1992). **Leadership seminars: The good, the bad and the baloney.** *Working Woman, 17*(1), 22, 24.

How can women choose leadership seminars which address real needs and not stereotypes? According to Austin, many seminars foster the archaic belief that women must be treated as "recovering followers" instead of leaders. She provides sound general advice on choosing leadership training by suggesting participants insist on real-life know-how seminars presented by an experienced, diverse faculty. Austin advises women to skip the "dress for success" lessons and programs which ignore bosses, peers, and the organization.

Cronin, T. E. (1984). **Thinking and learning about leadership.** *Presidential Studies Quarterly, 14*, 22-34.

The author discusses his ideas on leadership and education for leadership. Leadership qualities and characteristics are examined.

Elsner, P. A. (1984). **Meeting the challenges with new leadership development programs.** *New Directions for Community Colleges, 12*(2), 33-40.

Elsner explores assumptions about the nature of leadership, change, and the future with a view toward identifying realistic organizational activities that community-college leaders can undertake.

Gardner, J. W. (1987). **Leadership: The role of community colleges in developing the nation's young potential leaders.** *Community, Technical and Junior College Journal, 57*(5), 16-21.

Gardner recognizes diversity in leadership styles and describes basic qualities which contribute to effective leadership. He makes recommendations for developing community-college leadership programs based on three requirements: schools support broad liberal arts education; schools encourage student participation in group activities; and students be given opportunities to lead.

Hayes, J. L. (1981, May). **Preparing future leaders.** *Management Review*, pp. 2-3.

The key to developing new leaders is the chance for young people to have a job in which they can practice the skills learned in college. In order to be a successful leader in the year 2005, leaders must be able to handle all media effectively. The key to management is practice.

Jones, J. D. (1979). **Alternative methods of assisting students in developing leadership skills.** *NASPA Journal, 17*(2), 49-57.

Jones reports the results of a national survey on methods used to develop leadership skills.

Lindsay, B. (1988). **A lamp for Diogenes: Leadership giftedness and moral education.** *Roeper Review, 11*, 8-11.

The recognition of moral education as an important component of the total curriculum for gifted students is discussed. The author addresses the tensions and paradoxes of defining and implementing such a program.

Lombardo, M. M. (1982). **How do leaders get to lead?** *Issues & Observations, 2*(1), 1-4.

The opportunity to exercise skills and latent capabilities is the crucial factor in the development of leaders. Some practical suggestions for ways to create opportunities for more managers are presented.

Marsick, V. J., & Cederholm, L. (1988). **Developing leadership in international managers—an urgent challenge!** *Columbia Journal of World Business, 23*(4), 3-11.

Managers working in the international marketplace are challenged with new ways of leading, decision making, and doing business. In light of these demands, the authors draw on a model developed by a Swedish research institute to describe the principles and advantages of "Action Learning." This article "introduces both theory and experience with Action Learning as a means to develop transformational leaders in the global market." The authors cite evidence that Action Learning is an effective and viable model for developing international managers.

New
McCall, M. W., Jr. (1992). **Executive development as a business strategy.** *Journal of Business Strategy, 13*(1), 25-31.

McCall asserts that leadership-development training should be among every corporation's top five priorities. Elements of leadership development are: succession planning, talent identification, matching talent with opportunity, coaching, and feedback. Job rotation is valuable when learning is increased and when measurement and rewards are used to encourage growth.

Miller, W. C. (1984). **Can leaders be developed?** *Training, 21*(6), 86.

The author describes feelings about today's need for more leadership skills. He states differences between leading and management functions. Several goals for more effective leadership are discussed and comparisons of daily responsibilities between managers and leaders are made. Some of the skills effective leaders must learn are listed and explained.

Moore, K. M. (1982). **The role of mentors in developing leaders for academe.** *Educational Record, 63*, 23-27.

Moore discusses formalizing the mentor process by establishing programs where mentors aid in the identification and development of promising administrators.

New
Nygren, D. J., & Ukeritis, M. D. (1992). **Nonprofit executive leadership education study.** *Theological Education, 24*(1), 117-131.

This study summarizes current leadership programs offered for the training of nonprofit executives. Forty-five programs for religious, educational, philanthropic and other nonprofit management are identified. College and university certificate and masters programs and specialized shorter programs are detailed. Past and future trends of nonprofit-leadership education are addressed, and the authors analyze whether the trends are being addressed by existing leadership programs.

Passow, A. H. (1988). **Styles of leadership training . . . and some more thoughts.** *Gifted Child Today, 11*(6), 34-38.

The first part of Passow's article addresses the need for developing a clear conception of leadership as it relates to university training. He outlines the areas for which leaders in the field of educating the gifted and talented need insight and understanding. The second portion of the article focuses on the process of training gifted students for leadership.

New
Pearson, A. (1993). **Management development for scientists and engineers.** *Research Technology Management, 36*(1), 45-48.

Career development of R&D managers is contrasted to the career development of executives in general. Studies indicate that personal challenges, career moves, transitions across boundaries, start-ups, interpersonal relationships, and training are relevant in both cases. R&D managers indicate a desire for early and frequent training in the areas of personal skills, team-building, team roles, feedback, and communication.

Petrie, T. A., & Burton, B. (1980). **Levels of leader development.** *Educational Leadership, 37*, 628-631.

Leadership is conceived of as a sequence of five levels of activity. The levels are analyzed to determine tasks associated with each level and the technologies available to help leaders acquire the necessary skills.

Schriesheim, C. A., & Neider, L. L. (1989). **Leadership theory and development: The coming "new phase."** *Leadership and Organization Development Journal, 10*(6), 17-26.

The authors suggest that much leadership-development work, based on current and past approaches, does not seem to work. New research directions, which promise to change this situation, are summarized. Three major trends are: leadership as one aspect of management, interpersonal influence processes, and broader conceptualizations of style.

Sergiovanni, T. J. (1979). **Is leadership the next great training robbery?** *Educational Leadership, 36*, 388-402.

Sergiovanni critically examines the concept of leadership and the viability of leadership training.

Sinetar, M. (1981, March). **Developing leadership potential.** *Personnel Journal, 60*, 193-196.

Selecting managers with high leadership quotients is only part of an organization's task. The other part—a developmental process—is not immediately actualized. Grooming managers for effective interpersonal functioning is a key adjunct to any selection process. The article defines leadership as what a leader is and what a leader does. Criteria for leadership selection and training is explored.

New
Smith, A. (1993). **Management development evaluation and effectiveness.** *Journal of Management Development, 12*(1), 20-32.

Training is a dynamic activity with often unexpected outcomes and unintended consequences. Smith suggests that evaluation be used as feedback for increasing the effectiveness of future training rather than as a scientific measurement of previous training. She tested her theory with a key group of mental-health nurses using a diary evaluation to create qualitative feedback on long-term management training.

Stockdale, J. B. (1983). **Educating leaders.** *Washington Quarterly, 6*, 49-52.

The author suggests that a return to the basics of history and philosophy will provide today's leaders with the wisdom to solve everyday difficulties. The author further states that an effective leader should possess five traits. He should be a moralist, a jurist, a teacher, a steward, and a philosopher. The author feels that "leadership traits can only be tested in a real life crisis."

New

Stumpf, S. A., & Dutton, J. E. (1990). **The dynamics of learning through management simulations: Let's dance.** *Management Games and Simulations, 9*(2), 7-15.

Stumpf and Dutton attempt to convey the sense of learning and excitement following participation in a behavioral simulation. Using a dance metaphor, they describe how simulations work and how participants learn individually, with partners, or in a group. The speed and the lead change throughout the event. From this behavioral experience, participants gain new insights, confidence, and relationships. Then they leave exhausted but excited.

New

Verlander, E. G. (1992). **Executive education for managing complex organizational learning.** *Human Resource Planning, 15*(2), 1-18.

Learning to manage the speed, direction, and intensity of inevitable change will determine future business winners and losers. The challenge to leadership is to increase learning skills through on-the-job training, job rotation, and management-development programs. This article discusses practical changes in management-development programs to improve their quality and impact, including design, development, and delivery.

Vicere, A. A. (1987). **Break the mold: Strategies for leadership.** *Personnel Journal, 66*(5), 66-73.

The author recognizes the importance of the human resources manager and provides a three-step development program aimed at moving a senior human-resources executive into a position of leadership and influence. The following three steps are outlined: Assess strategic human-resources leadership skills; develop a program of organizational integration, intended to rotate the individual through various staff and line management positions; create a program of staff development once the individual has been exposed to the organization.

Wood, J. T. (1977). **The leader's brief: Teaching an adaptive approach to leading.** *Communication Education, 26*, 354-358.

Wood presents an alternative method, the adaptive approach, of training leaders which focuses on the leader's ability to analyze the unique group members and situation and adapt his or her own behavior to meet the circumstantial requirements. He introduces the Leadership Brief as a technique for applying this approach.

Youngs, B. B. (1983). **Identifying and developing prospective school leaders.** *NASSP Bulletin, 67*(467), 98-106.

Youngs describes a model for developing leadership potential in education using specialized assessment scales and one-to-one conferences.

BOOKS

Argyris, C. (1976). ***Increasing leadership effectiveness.*** New York: Wiley.

This book is a description and analysis of a learning seminar designed to teach top-level executives over a long period how to modify their approach to the world—shifting from emphases on control, winning, and rationality to concern for valid information, free and informed choices, and expression of feeling. Argyris links his theory of "double loop learning" to the concept of leadership effectiveness.

Bradford, D. L., & Cohen, A. R. (1984). ***Managing for excellence: The guide to developing high performance in contemporary organizations.*** New York: Wiley.

This book is aimed at managers who are interested in a model of management that the authors contend can move the manager's department "to a state of excellence." Utilizing their own observations along with gleanings from the management literature, Bradford and Cohen developed a model of leadership. To hone it, they apply their concepts in middle-management workshops totaling over 200 participants.

Bursk, E. C., & Blodgett, T. B. (Eds.). (1971). ***Developing executive leaders.*** Boston: Harvard University Press.

This is the fourth and final volume of articles selected from the *Harvard Business Review* for the series in business administration. It brings together sixteen articles concerned with improving administrative competence while broadening the manager's viewpoint.

Champion, J. M., & James, J. H. (1989). ***Critical incidents in management: Decision and policy issues.*** 6th ed. Homewood, IL: Richard C. Irwin.

Designed as an instructional and educational tool for "students in all stages of professional development," this book has application for educators involved in traditional classroom courses as well as management-training and executive-leadership personnel. The book is comprised of 50 incidents which illustrate the variety of issues facing today's management. The situations take place in various settings including business, government, health care, and education. The first 40 incidents include: description of the incident; critiques written by academicians; observations made by the authors of the book; discussion items; and suggested readings. The last ten incidents are without critiques.

New

Ciofalo, A. (1992). ***Internships: Perspectives on experiential learning.*** Malabar, FL: Krieger Publishing Company.

This collection of articles by faculty and professionals in business and mass communications offers varying philosophies and techniques on internships, and suggests internships work best when the perspectives of professionals and educators converge. Not promising a "how-to" book, Ciofalo offers a variety of viewpoints and case histories to help establish and set parameters for measurement of internship programs.

New

Conger, J. A. (1992). ***Learning to lead: The art of transforming managers into leaders.*** San Francisco: Jossey-Bass.

To fill the leadership void, are companies wasting millions of dollars of valuable assets on ineffectual leadership training? Conger looks at the tremendous emphasis on leadership training and reexamines the question of whether leaders are made or born beginning with a look at leadership training in the time of Plato. Personal growth, conceptual, feedback, and skill-building approaches are examined for their effectiveness in developing leaders. Conger then goes "beyond Myers-Briggs" in defining his view of leadership training in the future.

Cribbin, J. J. (1982). ***Leadership: Strategies for organizational effectiveness.*** New York: AMACOM.

This book examines significant research findings by reflecting on how different leaders have coped with a variety of situations. To help the reader improve leadership competence, Cribbin explains how to formulate a custom-tailored leadership-development program.

New

Duke, B. C. (1991). ***Education and leadership for the twenty-first century: Japan, America, and Britain.*** New York: Praeger.

The cultural divergence of East and West are magnified in the field of leadership: not in the educational process of how leadership positions are attained—through quality high school followed by elite public and private universities—but in the skills which are taught. Whereas the West focuses on verbal and intellectual skills and the ability to take decisive action, the East studies self-effacement and the power of working behind the scenes to create a consensus within the group for a given policy or task. Duke asserts that East and West should reevaluate leadership education to formulate compatible styles for our shrinking world.

Fiedler, F., & Chemers, M. M. (1977). ***Improving leadership effectiveness: The Leader Match concept.*** 2nd ed. New York: Wiley.

The authors tell how to identify your leadership style and match it with the situation in which you perform best. They offer guidelines on how to change a situation to strengthen your leadership effectiveness.

Gilmore, T. N. (1988). ***Making a leadership change: How organizations and leaders can handle leadership transitions effectively.*** San Francisco: Jossey-Bass.

The author provides tips on how managers and executives in new positions can quickly take charge. He offers insights on dealing with "the inheritance" left behind by former leaders, and illustrates, for new leaders, how to avoid being caught up in the daily operating routine before having a chance to explore new directions. The ways to bridge lines of communication with existing staff while delegating responsibility, as well as building an effective team and winning their commitment, are outlined. Gilmore also covers the topic of conducting a search for a new leader. The appendix provides a biographical interview sample.

Gordon, T. (1977). ***Leader effectiveness training.*** New York: Bantam Books.

This book can be used as a text for some leadership classes. It examines many of the components of leadership in an easy-to-read format and relies heavily on the concept of active listening.

Heasley, D. K. (Ed.). (1989). ***Extension leadership development resources: U.S. and Canada bibliography.*** University Park, PA: Pennsylvania State University. Northeast Regional Center for Rural Development.

This bibliography of resource materials was developed by a group that was formed at a 1986 conference on community leadership sponsored by the USDA Extension Service. Their goal was to put together a publication that would summarize the materials and resources for development that had been developed by local extension services throughout the U.S. and Canada. The book consists of responses by these agencies to a survey designed to gather specific data about each "leadership development resource" in use by these agencies; the information gathered includes title of the resource, audience, format, focus, author, availability, and price.

Johnston, J. S., Jr., & Others. (1986). ***Educating managers: Executive effectiveness through liberal learning.*** San Francisco: Jossey-Bass.

This book draws on extensive research and management studies to provide business professionals with a clear picture of the special qualities liberally educated managers offer—such as strong management, decision-making, and problem-analysis capabilities and creativity. The book offers administrators and faculty guidance on effectively integrating business education with liberal learning.

Kaplan, R. E., Drath, W. H., & Kofodimos, J. R. (1991). ***Beyond ambition: How driven managers can lead better and live better.*** San Francisco: Jossey-Bass.

The authors' research with senior executives reveals that leadership development is based more on personal growth than on behavioral change. Executives were analyzed by themselves, co-workers, current families, and original families to determine inner character. The authors explain the challenge of gaining self-awareness and how expansive character and elevated position can create executive-performance problems. Through stories of real people and three case studies, they describe how a process of character shift can result in more effective leadership and greater personal happiness.

Manz, C. C., & Sims, H. P., Jr. (1989). ***Superleadership: Leading others to lead themselves.*** New York: Prentice Hall.

With this work Manz and Sims challenge the traditional authority-based concept of management theory. Building on Manz's earlier concept of "self-leadership," which posits that the highest performance comes from those who lead themselves, the "superleader" is seen as one who teaches others to lead themselves. Written for the practicing manager, the book provides behavioral and cognitive strategies to facilitate this goal. Dwight Eisenhower, William McKnight, Joe Paterno, and Ruth Randall are profiled as individuals embodying the superleader ideal.

Margerison, C. J., & Roden, S. (Eds.). (1987). ***Management development bibliography.*** Bradford, West Yorkshire, England: MCB University Press.

The editors have put together a bibliography of articles on or related to the topic of management development. A useful introduction reviews and summarizes each of the 12 categories of articles included. Within each of these introductions the authors provide a brief list of "key articles" and tell just what is included in the section. Unfortunately, the bibliography is not annotated, and the main sections are not subdivided, so one must wade through long lists of citations to find specific subjects of interest.

New

Moulton, H. W., & Fickel, A. A. (1993). ***Executive development: Preparing for the 21st century.*** New York: Oxford University Press.

Corporations, executives, and directors of executive programs share responsibility for the development of today's and tomorrow's leaders. To meet that responsibility, Moulton and Fickel suggest processes for life-long learning to achieve the competencies required to meet the economic, social, technological, political, and ethical issues of the future. They summarize past and present changes in the business environment, indicators of future changes, and the developmental influences on executives' success or derailment.

Nejedlo, R. J., & Powell, J. A. (1982). ***Mentoring and networking: An annotated bibliography.*** Alexandria, VA: Association for Counselor Education and Supervision.

The objective of this text is to provide a general annotated bibliography on mentoring and networking, primarily from the education literature.

Olmstead, J. A., & Galloway, D. R. (1980). ***Management and supervisory training: A review and annotated bibliography.*** Alexandria, VA: Human Resources Research Organization.

Topics included in the bibliography are the effectiveness of various training methods for improving knowledge and awareness, changing attitudes and skills, and improving on-the-job performance.

Porter, L. W., & McKibbin, L. E. (1988). ***Management education and development: Drift or thrust into the 21st century?*** New York: McGraw-Hill.

Based upon interviews from an extensive sampling of respondents—students, faculty, curriculum coordinators, business owners, managers, and corporate executives—the current direction of management education and development was examined in light of the changes anticipated in society over the next 30 years. The particular areas examined were business-education degree programs, student composition, faculty, special areas of research, and lifelong learning programs targeted for top-level managers and executives.

Ruderman, M., & Ohlott, P. (1990). ***Traps and pitfalls in the judgment of executive potential.*** Greensboro, NC: Center for Creative Leadership.

Ruderman and Ohlott report on the process of identifying high-potential employees. Organizations can profit from early identification by offering these employees enhanced developmental opportunities. Supervisors' personal values or employees' personal traits are among common biases that lead to misidentification. Suggested are objective criteria for identification, such as job-behavior categories, internal talent scouts, multiple data, and appropriate framing of screening questions.

Stewart, R. (1976). ***Contrasts in management: A study of different types of managers' jobs, their demands and choices.*** New York: McGraw-Hill.

This book primarily addresses those who have to select and train managers and those who seek to evaluate management jobs. It also addresses managers who are interested in the nature of their jobs, in trying to do their jobs better by understanding the choices jobs offer them, or in seeking to plan their careers. The contrasts between managers' jobs is also addressed.

COURSE AND PROGRAM DESCRIPTIONS

ARTICLES

(1990). **Leadership programs: A sampler.** *Liberal Education, 76*(1), 42-48.

Ten training and experiential programs for leaders in higher education are outlined. Programs for early- to mid-career administrators feature internships, networks, seminars, conferences, publications, and activities. Programs for highest-level administrators feature reflection of institutional mission, enhancement of vision, and renewal of intellectual confidence. Several programs focus on development and advancement of women and minority administrators. Application information, contact names, and addresses are included.

Bauer, B. G., & Anderson, W. P. (1985). **Leadership enhancement: The Chancellor's leadership class.** *Journal for Specialists in Group Work, 10*(1), 14-18.

The authors present a model detailing issues to be considered when developing a structured group experience to enhance leadership skills in college students. Issues include time constraints, deciding on topics, and individualizing topics.

Brechtel, J. B., & Others. (1982). **Leaders in high schools?** *Community and Junior College Journal, 52*(7), 29-30.

Delgado Community College's leadership-training seminar was offered to 40 high school students. The seminar identified student leadership styles and worked on students' team-building, organizational, and planning skills. Brechtel offers guidelines for setting up similar programs.

New

Breeze-Mead, A. (1989). **Competencies of student leadership.** *Campus Activities Programming, 23*(9), 58-65.

Student Leadership Kennesaw, at Kennesaw State College in Georgia, has been developed along eight components and a four-stage timeline. Leadership competencies are: integrity, autonomy, group dynamics, human relations, positioning, task effectiveness, creation of vision, and commitment. Weekend retreats begin the program in October and end the program in May, with monthly workshops in between.

Butler, D. C. (1979). **Improving management practices through leadership training.** *Public Personnel Management, 8*, 134-136.

With more and more responsibility being given to city governments and at the same time more and more budget cuts, Bowling Green has come up with a training program to teach city administrators the team-management concept.

Clark, K. E. (1985, March). **Teaching undergraduates to be leaders.** *American Association of Higher Education Bulletin*, pp. 11-14.

This article explores the current situation in the education process of developing leaders. Research and workshops conducted at the Center for Creative Leadership are described, along with several important course offerings at various colleges and universities. The article calls "for colleges to challenge students to develop their capabilities to the fullest, to learn how organizations function and can be led, and to understand the necessity for accommodating the interest of others."

New

Cooper, S. E., & Smirga, W. G. (1992). **Developing and marketing tomorrow's leaders in today's colleges.** *Journal of College Student Development, 33*(3), 275-277.

Valparaiso University's Student Leadership Development Program permits students to interact with campus leaders, provides student networks, develops leadership skills, and aids with the creation of a leadership development transcript to show future employers. For a $5.00 registration fee per module, a student may participate in 12 modules each semester. An evaluative survey of 96 participants found that reactions to the program were positive.

New

Dixon, N. M. (1993). **Developing managers for the learning organization.** *Human Resource Management Review, 3*(3), 243-254.

Rapidly changing technology, social trends, and global competition are forcing organizations to learn their way out of problems rather than depend on known solutions. Often management-training programs rely on experts to provide ready-made answers. Dixon recommends training programs which develop a manager's ability to reason by: situating learning in real work, defining a less central role for experts, providing spaced rather than compressed time frames, and offering learning in a community rather than individually. She recommends five programs which embody these elements.

New

Downham, T. A., Noel, J. L., & Prendergast, A. E. (1992). **Executive development.** *Human Resource Management, 31*(1 & 2), 95-107.

Successful two-week executive-development programs at TRW, Inc., and General Electric are founded on action learning. Participants develop real products, services, or strategies while working on customer satisfaction and total quality management. The emphasis is on teamwork and personal relationships.

New

Drew, S. A. W., & Davidson, A. (1993). **Simulation-based leadership development and team learning.** *Journal of Management Development, 12*(8), 39-52.

Two-day microworld computer-simulation exercises promote organizational change and learning. A microworld provides a practice field for learning new ways of management and a computer provides data for rapid feedback. An effective microworld includes: customer service, total quality, realism, rules and structure, and development of individual and team capacities. Results of a computer microworld program designed for a North American telecommunications organization are reported.

Ekpo-Ufot, A. (1979). **A course in leadership and human relations.** *Journal of European Industrial Training, 3*(4), 21-24.

This article highlights a management-training course in leadership and human relations at the University of Lagos (Nigeria). It includes the initial participant questionnaire on home organizations' goals, psychological testing, assignments, study-group interaction, lectures, games, feedback, and evaluation. The course objective is to develop effective leadership skills and attitudes toward organizational human relations.

Follis, H., & Feldhusen, J. (1983). **Design and evaluation of a summer academic leadership program.** *Roeper Review, 6* 92-94.

The Purdue Academic Leadership Seminar is a two-week summer residential program for high school students emphasizing both academics and leadership training. This article describes the organization of the program, student selection procedures, staffing, and other aspects of the program.

Galagan, P. A. (1990). **Execs go global, literally.** *Training & Development Journal, 44*(6), 58-63.

The University of Michigan's Global Leadership Program is a cross-cultural, action-learning experience for top executives. For five weeks, teams of American, Japanese, and European executives learn global business strategies for joint ventures and alliances. Participants gain understanding of geopolitical forces and their relationship to business. Teams participate in negotiation workshops, outdoor challenges, and business-opportunity assessments in foreign countries.

Gregory, R. A., & Britt, S. K. (1987, Summer). **What the good ones do: Characteristics of promising leadership development programs.** *Campus Activities Programming*, pp. 33-35.

This article reports the result of a survey conducted by the Center for Creative Leadership of the leadership-education efforts of over 1,300 higher-education institutions nationwide. The study showed almost 500 leadership programs offered by the nation's colleges and universities.

Kaye, B. L., & Scheele, A. M. (1975). **Leadership training.** *New Directions for Higher Education, 3*(3), 79-93.

A survey of 60 programs to prepare women for leadership in business and education identifies two distinct types of skills training (life-building skills, and technical and managerial skills) and offers ideas to institutions planning leadership programs. Six model programs are described and 24 are listed in the bibliography.

Maher, R. (1984). **Fostering student leadership: One school's approach.** *Spectrum, 2*(4), 26-28.

Maher describes a year-long leadership course at Lakeland High School (Shrub Oak, New York) initiated by students. Designed as part of the regular curriculum, the course begins with self-development and proceeds to community-service projects.

Morrill, R. L., & Roush, J. A. (1991). **Leadership education: A new threshold.** *National Forum, 71*(1), 26-28.

In response to the need for compassionate, knowledgeable, and dedicated leaders, higher education has begun to offer courses in leadership studies to expand opportunities for leadership experience in campus organizations and in the community. The University of Richmond has developed a leadership-studies program as a result of a $20 million challenge and gift by Mr. and Mrs. Robert S. Jepson, Jr. The article says that in the fall of 1992, the initial class of students was scheduled to begin work towards an undergraduate degree in leadership studies, the first of its kind in the nation. The school's major developments and commitments are outlined.

Sisk, D. A. (1988). **Leadership development for cross-cultural understanding.** *Gifted Child Today, 11*(6), 31-33.

The author expresses the need to prepare and educate students to meet the demands of a multicultural society. In view of this need, a ten-day program, with graduate and undergraduate students from 16 countries, was sponsored by the Agency for International Development and the National Council for International Visitors; it was coordinated by Creativity, Innovation and Leadership, University of South Florida. Kolb's learning cycle (concrete experience, reflective observation, abstract conceptualization, and active experimentation) served as a model for conducting the seminar proceedings. This article observes the outcome and success of the seminar.

BOOKS

Baker, B. E., & Millsaps, B. B. (Eds.). (1991). ***National directory of internships.*** Raleigh, NC: National Society for Internships and Experiential Education.

This directory lists internship opportunities in 75 fields for college, graduate, and high school students, as well as for people who are not in school. Entries include the organization and address, a description of the internship, eligibility requirements, and application details. Indices and overall organization provide access by field of interest, organization type and name, and geographic area.

Billy, C. (Ed.). (1988). ***Bricker's international directory: University executive programs.*** 19th ed. Princeton, NJ: Peterson's Guides.

This directory is designed to help upper-level management and executives select management programs most appropriate to their needs. Especially worthy of comment is the index to programs by category and country. The programs are listed under subject headings such as "General Management" and "Leadership and Organization." They are then arranged by geographical location. Each program profile is listed by the name of its host institution. The information given with each description includes program location, duration, profile of participants, subject matter, methods of instruction, calendar of sessions, tuition, faculty, facilities, special features, and the name of the official contact person.

Brown, P. (1986). ***National leadership programs resource guide.*** Burlington, VT: University of Vermont, The Leadership Task Force of Commission IV.

The information in this guide was gathered from a resource survey mailed to over 450 institutions, including community colleges, colleges, and universities. The first section provides a composite of programs offered at various institutions. The second section provides a contact person for each institution listed. The last section is an annotated listing of pertinent resources.

New

Brungardt, C. L., & Ryan, M. J. (1993). ***The Kansas directory of leadership education: 1993-1994.*** Topeka, KS: Kansas Rural Development Council.

This directory serves as a resource guide of leadership-education programs in the state of Kansas. The primary purpose is to provide a comprehensive inventory for the general public and for those specialized educators involved in youth and adult human-resource development activities.

Heasley, D. K. (Ed.). (1986). ***Directory of state-wide rural and agricultural leadership programs.*** University Park, PA: Pennsylvania State University Press.

Heasley describes current and earlier leadership programs jointly sponsored by the W. K. Kellogg Foundation and various cooperative extension service agencies. He also includes descriptions of 12 related programs not sponsored by the Kellogg Foundation.

New

Mackey, D. A. (Ed.). (1991). ***The corporate university guide to short management seminars.*** 1992 ed. Fairfield, IA: The Corporate University, Inc.

This guide describes 750+ university- and institution-based management programs. Entries detail the program focus, subject matter, intended audience, cost, and location of each program. A special feature is the Editors Choice, a short list of programs recognized for excellence. This guide serves as a supplement to the Corporate University's *The Evaluation Guide to Executive Programs,* which has more detailed descriptions of longer executive programs that are offered primarily by universities.

Murphy, J., & Hallinger, P. (1987). ***Approaches to administrative training in education.*** Albany, NY: State University of New York Press.

This book is directed at a variety of audiences: leadership academics, students of educational administration, professors, staff developers, practitioners, policy-makers, and staff members of principal centers. Practical information is provided on a wide selection of training programs. Presenting a diversity of training models, the authors have attempted to build upon what has been learned in the past by placing these models into a historical perspective. Those involved in implementing and developing administrative training programs throughout the sphere of educational administration should find this text of special interest.

Northeast Regional Center for Rural Development. (no date). ***Community leadership development: Implications for extension.*** University Park, PA: The Northeast Regional Center for Rural Development.

The major objectives of this publication are: to share the information gained from the survey on CES staff involved with community leadership (CL) efforts, to summarize recent national efforts that can be useful in developing and conducting CL programs, to summarize current leadership theory and literature, and to provide a directory of current leadership programs.

Pence, E., & Reed, N. (1983). ***State-of-the-art in management development in the United States.*** Ft. Belvoir, VA: Defense Systems Management College. Report. (NTIS Tech. Rep. No. AD A130 583).

The purpose of this report is to assess the state of the art in contemporary American executive development and training and to highlight areas for application in the Department of Defense.

Rich, P., & Garino, A. (1979). ***Programs for training citizen leaders: A national survey.*** St. Louis, MO: League of Women Voters. Citizens Information Resource Center.

Various types of citizen-training programs were surveyed by the staff of the St. Louis Leadership Program to determine the characteristics of a successful program. Findings covered purpose and philosophy, clients, program content, training techniques, funding, and evaluation.

Roberts, D. C. (1981). ***Student leadership programs in higher education.*** Carbondale, IL: ACPA Southern Illinois University Press.

This book examines the rationale behind leadership development programs in higher education. Specific types of leadership programs and special population needs comprise the bulk of the book. The individually written chapters provide different perspectives while establishing key contact people in the field. This volume should be included in every leadership library.

New

Rural Organizations and Services Branch, Ontario Ministry of Agriculture and Food. (1993). ***Core curriculum of leadership.*** Rural Organizations and Services Branch, Ontario Ministry of Agriculture and Food, P. O. Box 1030, Guelph, Ontar N1H 6N1.

This loose-leaf notebook was developed from a strategic plan to provide relevant resources on 14 areas of leadership skills and knowledge. Each area is defined by a rationale and supported by an outline of skills, knowledge, and attitudes. It is intended to serve as a launching point for assessment of training needs or program development.

Spitzberg, I. J., Jr. (1986). ***Introduction to campus programs on leadership.*** Washington, D.C.: Council for Liberal Learning of the Association of American Colleges, Luce Leadership Series.

This article is an examination of six campus-based leadership programs exemplifying the diversity of approaches found around the country. It highlights the opportunities and problems for those interested in starting leadership programs. Three categories of programs are identified: co-curricular leadership-development programs, academic courses (drawing mainly on social-psychological and management studies), and liberal arts academic courses (humanities and social-science base).

New

University of Arkansas Cooperative Extension Service. (1992). ***Directory of community and leadership development programs.*** Little Rock, AR: University of Arkansas Cooperative Extension Service.

This directory lists 41 community and leadership-development programs in Arkansas which are open to the public, describing the focus and intended audience of each. Additionally, there are three programs for nonprofit organizations and eight programs directed toward youth. Six credit courses are available and eight organizations provide opportunities for professional development and networking.

New

Wagner, R. J. (1992). ***Annotated bibliography for experience-based training and development and outdoor training.*** Wisconsin University, Whitewater. Center for Research in Experiential Education. (ERIC Document No. ED345900).

This annotated bibliography contains 65 entries on outdoor experiential training, including journal articles, conference papers, newspaper and magazine articles, television broadcasts, books, and unpublished manuscripts. Most items are descriptions or evaluations of programs and models of outdoor-based experiential training for personal development. Objectives stated include team-building, personal growth, development of wilderness skills, leadership training, development of communication and human relations skills, improved self-esteem, and building group trust.

Williams, J. C. (1986). ***Leadership quest.*** McGregor, TX: Leadership Press.

Williams presents four modules for the study of leadership: leadership—a bias for action; personal dimensions of leadership;.developing your leadership skills; and resources and references.

PROGRAM ASSESSMENT

ARTICLES

New

Cusack, S. A., & Thompson, W. J. (1992). **Leadership training in the third age: The research and evaluation of a leadership and personal development program for the retired.** *Journal of Applied Gerontology, 11*(3), 343-360.

The Seniors' Independence Program, sponsored by Simon Fraser University in British Columbia, was developed to increase the number and the ability of skilled senior volunteers to participate in community programs. Evaluations following each of the ten workshops, evaluator's summaries, and pre- and post-test questionnaires form a case-study narrative. A comparison of pre- and post-test scores showed significant improvement in the ability to express ideas comfortably and solve problems in a group.

Fertman, C., & Long, J. A. (1990). **All students are leaders.** *School Counselor, 37*, 391-396.

The University of Pittsburgh's "All Students Are Leaders" program for 8th and 9th graders is a five-day workshop and a series of one-day workshops during the year to teach leadership concepts. Structured activities assess students' perceptions of their own leadership abilities and teach new attitudes and skills. Areas covered are communication, decision making, stress management, assertiveness, leading meetings, solving problems, and team-building. A survey of students after four months in the program indicated that self-concepts of leadership ability jumped from 20 to 80 percent.

New

Fuchsberg, G. (1993, September 10). **Executive education: Taking control.** *The Wall Street Journal*, pp. R1-R13.

This special *WSJ* report is a survey and evaluation of executive-education courses and programs. It covers university programs as well as seminars and courses outside the university setting. An opening statistical summary tallies the top ten institutions in both these domains and lists the overall top ten most popular courses. An evaluative "report card" on institutions and courses summarizes the judgments of corporate human-resources officers who are responsible for buying training for their executives.

Heifetz, R. A., Sinder, R. M., Jones, A., Hodge, L. M., & Rowley, K. A. (1989). **Teaching and assessing leadership courses at the John F. Kennedy School of Government.** *Journal of Policy Analysis and Management, 8*, 536-562.

The Kennedy School of Government at Harvard University assessed the effectiveness of leadership courses to determine their usefulness in practice. Courses were designed as case studies of traditional leadership traits, situations, and approaches. Traits considered "unteachable," such as wisdom, creativity, and values, were examined. What do students need to learn about these traits and how can they be taught? A survey of graduates resulted in a 56 percent response that leadership courses were perceived to be the most useful of university courses in actual practice.

Hunter, J. E., Hunter, R. F., & Lopis, J. E. (1979). **A causal analysis of attitudes toward leadership training in a classroom setting.** *Human Relations, 32*, 889-907.

This research article presents an analysis of the interrelationships of various student attitudes in a leadership-training program.

Hynes, K., Feldhusen, J. F., & Richardson, W. B. (1978). **Application of a three-stage model of instruction to youth leadership training.** *Journal of Applied Psychology, 63*, 623-628.

This study examined the cognitive, behavioral, and attitudinal effects of a three-stage leadership-training program consisting of 12 instructional units administered to high school vocational-education students. Results of the one-way analysis of variance indicated that leadership training was effective in improving leadership knowledge as measured by a mastery test. Additional results and measurements of the *Ideal Leader Behavior Description Questionnaire* are discussed.

Preston, J. C., & Chappell, K. E. (1990). **Teaching managers leadership.** *Leadership and Organization Development Journal, 11*(5), 11-16.

Three training methods were evaluated in this study. Students took a pre-training test and a post-training test to measure interpersonal leadership skills. One group received computer-based training (CBT). A second group received modified CBT, and a third group received traditional workshop training. Post-training tests indicated that all training increased skills, regardless of the training method.

Singleton, T. M. (1978). **Managerial motivation development: A study of college student leaders.** *Academy of Management Journal, 21*, 493-498.

This study measured the results of a special managerial-motivation-development training course taught at Georgia State University during the spring quarter of 1975. The study was initiated to examine the impact of a formal managerial-motivation training program upon campus student leaders. The study attempts to measure the impact of the training upon the motive to manage of the training subjects.

New

Spindler, C. J. (1992). **University-based public sector management development and training.** *Public Productivity & Management Review, 15*(4), 439-448.

Spindler explores university-based leadership-development programs for state and local government officials. Research results indicate that there is no uniform agreement on what leadership development is, on the essential elements of such a program, or on the necessary qualifications of trainers. Diversity in clientele, delivery, and financing affected each program's philosophy. Spindler suggests further research on leadership-development programs would be beneficial.

Tharenou, P., & Lyndon, J. T. (1990). **The effect of a supervisory development program on leadership style.** *Journal of Business and Psychology, 4*, 365-373.

One hundred male supervisors of a government railway department participated in a study of the effect of training on supervisory consideration and structure. Half the supervisors attended a 22-week course in human relations and structuring skills. Skills of both groups were evaluated by subordinates pre- and post-training. Analysis indicated enhanced consideration and structure following training.

BOOKS

Lombardo, M. M., & McCall, M. W., Jr. (1981). ***Leaders on line: Observations from a simulation of managerial work.*** (Tech. Rep. No. 18). Greensboro, NC: Center for Creative Leadership.

Leadership makes the most sense when viewed in its environmental and organizational context. This premise forms the basis for the design of a complex simulation for use in this research. This paper addresses issues of measurement: focusing on major organizational problems as the unit of analysis; the impact of different external environments on managerial behavior; and the role of coupling and decoupling strategies in managerial action.

Rossing, B. E. (1987). ***Wisconsin CES Leadership Impact Study.*** Madison, WI: University of Wisconsin Extension. (ERIC Document No. ED 300588).

This is a report of a study on the impact of Wisconsin Cooperative Extension Service programs on leaders and the organizations and communities they serve. A total of 344 community leaders were selected, representing areas of the state where Extension had recently served. The survey results produced some the following conclusions: Leaders assisted by Extension reflect positive changes in leadership skills; Extension rated as an important influence; Extension provides assistance and education regarded as important. Based on survey findings, recommendations are made for continued program planning and leadership training.

Vicere, A. A. (Ed.). (1989). ***Executive education: Process, practice and evaluation.*** Princeton, NJ: Peterson's Guides.

U.S. companies spend $30 billion a year on management and executive education. This book of 24 articles, written by authorities in the field, provides an overview and analysis of executive education. Company-specific programs develop organizational culture, implement strategies, improve communications, and encourage teamwork. University-based programs remove executives from their daily work environment, provide exposure to new viewpoints, and stimulate creativity. Evaluation of these programs allows companies to determine their appropriate choice.

TRAINING MODELS

ARTICLES

Anderson, L. R. (1990). **Toward a two-track model of leadership training: Suggestions from self-monitoring theory.** *Small Group Research, 21,* 147-167.

Because leaders have personality differences, leadership training should be conducted by different techniques. Anderson suggests a two-track model to meet the training needs of two leadership types. Track I trains high self-monitoring leaders to modify their behavior to accomplish tasks or meet social situations. Type II trains low self-monitoring leaders to change organizational structure to match their own behavior.

New

Cowan, D. A. (1992). **Understanding leadership through art, history, and arts administration.** *Journal of Management Education, 16*(3), 272-289.

In academics, leadership/business students are rarely exposed to the contextual richness of history and the perceptual stimulation of art. Cowan offers a model of a business-course project integrating several concepts to offset the effects of overrestrictive mindsets. Students who participated in his project claimed to find new insight, appreciate creativity, relate abstract concepts to real-world situations, and see the big picture.

Davies, G., Smith, M., & Twigger, W. (1991). **Leading people: A model of choice and fate for leadership development.** *Leadership and Organization Development Journal, 12*(1), 7-11.

The authors define leadership as a psychological process of accepting responsibility for task, self, and the fate of others. They offer a model of four levels of responsibility based on the number of people and the length of time involved. Leaders choose to accept responsibility or not and choose how to discharge responsibility based on past experiences and personal preferences. In training simulations, leaders can practice relevant behaviors, receive feedback, and learn to be aware of their choices.

New

Farquhar, K. (1992). **Teaching leadership: Preparing graduate students for "taking charge."** *Journal of Management Education, 16*(3), 354-370.

Because managers progress through a series of new assignments and promotions during the course of their careers, Farquhar proposes that management schools offer instruction on transitional skills. She identifies the different experiences of entering and established managers, the process of taking charge, and the implications for leadership curricula. A framework for teaching strategies suggests content themes, case studies, instruments, experiential activities, and reading materials.

New

Fleming, R. (1992). **An integrated behavioral approach to transfer of interpersonal leadership skills.** *Journal of Management Education, 16*(3), 341-353.

Fleming proposes an alternative approach, based on behavioral principles, for improving the transfer of "soft management" skills from the classroom to the job. Currently, students use case studies, simulations, mentoring, and internships. The proposed approach integrates field training with classroom instruction, modeling, role-playing, and feedback.

Jordon, D. (1989). **A new vision for outdoor leadership theory.** *Leisure Studies, 8*(1), 35-47.

The author reviews and groups 12 models of leadership according to trait, behavioral, group, and situational theories. Based on these theories, she develops an outdoor-leadership model that encompasses the unique demands of outdoor recreation leadership.

Keys, B., & Wolfe, J. (1990). **The role of management games and simulations in education and research.** *Journal of Management, 16*(2), 307-336.

This review article summarizes how the management-gaming movement has evolved to its current state. The authors define terms and parameters for the management-gaming field and briefly review the history of business gaming. Several learning models applicable to the experiential nature of gaming are explained. Included in the review are studies on the learning value of educational games, and projections of future developments in the field.

New

Linowes, R. G. (1992). **Filling a gap in management education: Giving leadership talks in the classroom.** *Journal of Management Education, 16*(1), 6-24.

As an experiential learning exercise, giving speeches in the classroom teaches students to practice these leadership skills: demonstrating an understanding of other people's motives, taking charge of a group, taking responsibility, and addressing a challenging opposition. Guidelines are offered for topics, time limits, scenarios, and providing feedback. Locker-room talks provide a forum for discussing a wide variety of the challenges of leadership.

New

McElroy, J. C., & Stark, E. (1992). **A thematic approach to leadership training.** *Journal of Managerial Issues, 4*(2), 241-253.

Seven popular theories which focus on leadership behavior are merged into one model. General leadership skills are identified within transactional, conditional, and transforming themes. The authors outline details of themes and skills and recommend which approach to use for various levels of management training.

Phipps, M. (1988). **Experiential leadership education.** *Journal of Experiential Education, 11*(1), 22-28.

The National Outdoor Leader School (NOLS) and the Wilderness Education Association (WEA) have identified a need for affective leadership. People skills are as important as technical skills in the safety and success of expeditions. Phipps offers a model of situational leadership based on levels of task and relationship behavior compared with the maturity of followers. Another model suggests the stages of group development. Styles of leadership and the stages of group development change continually during an expedition due to changing situations and follower readiness to perform tasks and accept responsibility.

Priest, S. (1988). **Outdoor leadership training in higher education.** *Journal of Experiential Education, 11*(1), 42-46.

Based on programs used in New Zealand, Australia, Britain, Canada, and the U.S., Priest has developed a model for outdoor-leadership selection and training at the university level. Candidates would be selected for their personal attributes: physical and mental fitness, empathy, motivational philosophy, and healthy self-concept. Training modules would consist of organizational, risk-control, instructional, group-management, problem-solving, and environmental skills. Certification would be awarded for technical and safety skills.

Roberts, D., & Ullom, C. (1989). **Student leadership program model.** *NASPA Journal, 27*(1), 67-74.

Leadership programs in academic curricula prepare students to assume future leadership roles in society. Roberts and Ullom offer a model curriculum to teach leadership concepts, personal skills, organizational skills, and contemporary issues. They recommend that experiential opportunities in campus and community service be included. Examples are cited from among the existing leadership programs in 600 colleges and universities. A checklist for implementing a student leadership program is offered.

New

Stumpf, S. S., Dunbar, R. L. M., & Mullen, T. P. (1991). **Developing entrepreneurial skills through the use of behavioral simulations.** *Journal of Management Development, 10*(5), 32-45.

The authors discuss simulations to teach about the sense-making and opportunity-seeking processes of entrepreneurship. This paper outlines typical simulation goals and objectives, set up, facilitation, and feedback. A research study identified several entrepreneurial behaviors: identifying constraints, creating vision, innovation, resiliency, and tolerance.

Tetrault, L. A., Schriesheim, C. A., & Neider, L. L. (1988). **Leadership training interventions: A review.** *Organization Development Journal, 6*(3), 77-83.

This article is a review of the five major leadership models used in leadership-training interventions: Blake and Mouton's (1978) Managerial Grid; Hersey and Blanchard's (1977) Situational Leadership model; Leader Match concept by Fiedler, Chemers, and Mahar (1976); Graen's Leader-Member Exchange; and Vroom and Yetton's Contingency model (1973). The authors discuss the degree of effectiveness these individual programs offer, as well as the drawbacks associated with these specific models. The larger question regarding the effectiveness of leadership training, in general, is addressed.

BOOKS

New

Christensen, C. R., Garvin, D. A., & Sweet, A. (1991). ***Education for judgment: The artistry of discussion leadership***. Boston: Harvard Business School Press.

Harvard faculty members from diverse disciplines share their reflections on teaching when discussion is the pivotal element. Divided into five parts, the book provides a philosophical and intellectual framework for leading discussions, suggestions for skills development, challenges and tools to overcome them, ethical issues, and autobiographical essays from novice and experienced professors.

Cockrell, D. (Ed.). (1991). ***The wilderness educator: The Wilderness Education Association curriculum guide.*** Merrillville, IN: ICS Books.

Written as a textbook for W.E.A.'s National Standard Program for expedition leaders, this book outlines wilderness-education theories and principles. Chapters written by practitioners include: judgment and decision making, group dynamics, environmental ethics, rations planning, adventure skills, and emergency procedures. How to prepare, market, administrate, and evaluate a wilderness expedition are discussed in depth.

Muntz, P. H. (1990). ***Leadership development approaches.*** Springfield, VA: ERIC Document Reproduction Service.

Muntz has compiled student leadership development ideas from colleges and universities. Outlined are formats for leadership programs, including credit and noncredit classes; workshops; retreats; internships; outdoor-leadership training; and community service. Also included are methods for selecting participants, titles, and locations of programs; marketing methods; and an eight-step model for setting up a leadership training program.

Perrin, K. (Ed.). (1985). ***National leadership training center: Leadership curriculum guide.*** Reston, VA: National Association of Secondary School Principals.

This curriculum guide is designed to assist educators in the preparation and implementation of leadership-training programs aimed at secondary-school students. The guide is comprised of the following sections: self-awareness, leadership, goal setting, communication, organization, group process, problem solving, and evaluation. A variety of exercises which correspond to chapter topics are also included.

TRAINER RESOURCES

ARTICLES

New

Dunbar, R. L., Stumpf, S. A., Mullen, T. P., & Arnone, M. (1992). **Management development: Choosing the right leadership simulation for the task.** *Journal of Management Education, 16*(2), 220-230.

Leadership simulations recreate companies, their key success factors, profit and loss dynamics, and environmental relationships. Participation in simulations provides diagnostic information on these strategic management elements. The authors offer guidelines for choosing a simulation appropriate for your managers. Some factors to consider: similarities to or differences from your company; skills diagnosed and developed; team-building, cultural, and international issues. Nine large-scale simulations are briefly described.

Welsh, T. M., Johnson, S. P., Miller, L. K., & Merrill, M. H. (1989). **A practical procedure for training meeting chairpersons.** *Journal of Organizational Behavior Management, 10*(1), 151-166.

Based on their case study which compared the performance of two undergraduate chairperson trainees, the authors provide a practical approach for training which is intended to improve chairperson performance and increase participant satisfaction.

New

Zorn, T. E., & Violanti, M. T. (1993). **Measuring leadership style: A review of leadership style instruments for classroom use.** *Communication Education, 42*, 70-78.

The authors review seven leadership instruments appropriate for classroom use. The reviews do not critique the research base of the instruments (although they do state that all of them have "adequate reliability and validity") but rather provide information that would be useful to the instructor in selecting an instrument for classroom use (e.g., cost, norms, time requirements, scoring, and interpretation).

BOOKS

(1990). ***Educational film and video locator of the Consortium of College and University Media Centers & R. R. Bowker.*** 4th ed. New York: R. R. Bowker.

This is a two-volume guide to 52,000 films and videos held in 46 consortium-member media centers. Listings are accessed by subject, title, or series. Information is provided on type of film, length, sound, color, and audience level. Holdings are indicated with lending policies, and producers/ distributors are listed with phone and fax numbers. Films are cross-referenced to variations (edition, language) and to others in a series.

Arter, J. A. (1988). ***Assessing leadership and managerial behavior: A consumer's guide.*** Portland, OR: Northwest Regional Educational Laboratory (101 S.W. Main, Suite 500, 97204).

This guide provides summaries and analyses of measures that relate to leadership and administrative skills. The author writes that, "it is intended to provide the information necessary for users to become more informed consumers of assessment tools which attempt to measure leadership." Included are reviews of over 40 assessment tools, a brief analysis of the issues involved in assessing leadership, and how to select a measure of leadership. Some of the instruments discussed are specifically related to school leadership, but most are more general measures of leadership and management. Appendix E, a summary table of instruments, provides a good comparative overview of all the measures covered in the book.

Baird, L., Schneier, C. E., & Laird, D. (Eds.). (1983). ***The training and development sourcebook.*** Amherst, MA: Human Resource Development Press.

This is a resource for designing, implementing, and evaluating training and development. Source readings address the areas: gaining commitment, understanding the learning and training process, developing objectives, and target audiences. Guidelines for needs assessments, structuring methods, facility selection, visual aids, and budgets are included. Checklists, questionnaires, models, and methods for analysis can be converted to overhead transparencies.

New

Baker, D. B. (1992). ***Power quotes: 4,000 trenchant soundbites on leadership & liberty, treason & triumph, sacrifice & scandal, risk & rebellion, weakness & war, and other affaires politiques.*** Detroit: Visible Ink Press.

Historical to contemporary quotes on leadership, ethics, and power are arranged by category, then chronologically. An authors' index aids the reader's search for a favorite pundit and includes very brief biographical information. From humor to inspiration, the quotes are reported to be originals or best translated versions.

Bard, R., Bell, C. R., Stephen, L., & Webster, L. (1987). ***The trainer's professional development handbook.*** San Francisco: Jossey-Bass.

This handbook provides a reference work for the ongoing professional development of trainers in the field of human resource development. The learning techniques and resource materials described here are intended to fit within a variety of organizational settings, from small to large, and public to private. The text is divided into three parts: a guide to help design your own professional development plan; a comprehensive listing of materials and resources which promote professional development; and an encyclopedia of important terms and significant contributors to the field of HRD. This work will be useful to both the novice and the experienced trainer seeking to chart his or her professional growth.

Bianchi, S., Butler, J., & Richey, D. (1990). ***Warmups for meeting leaders.*** San Diego, CA: University Associates.

A group that is warmed up becomes involved, focused, and committed. This "how to" book lists over 100 warm-up activities and includes graphics which can be made into overhead slides. It teaches how to develop new warm-up activities and how to make them work effectively. Also included are assessment surveys and a list of additional resources on group activities.

Christopher, E. M., & Smith, L. E. (1987). ***Leadership training through gaming.*** New York: Nichols.

Leadership skills are imperative for the successful manager. This book has been specifically written for those who use simulation and role-play games for leadership training. Each chapter pinpoints certain games which have been shown to be most effective in drawing out the significant aspects of leadership qualities in its participants. By placing the various activities within both an international and theoretical context, the kind of learning experience they are likely to produce can be measured. The possible roadblocks and dead-ends in each simulation are also examined.

Colorado Parks and Recreation Association, Recreational Services Section. (1990). ***Planning a workshop.*** Wheat Ridge, CO: The Recreation Services Section.

Colorado Parks and Recreation created this tool for developing, organizing, and implementing workshops. Arranged in a timetable format, it details how to select topics, speakers, and facilities; how to budget expenses and set participant fees; how to develop a flyer and publicity; and how to evaluate the success of a workshop. Continuing Education Unit (CEU) qualifications and application process are explained. Sample forms include speaker agreement, revenue report, evaluation, and CEU application.

Craig, R. L. (1987). ***Training and development handbook.*** 3rd ed. New York: McGraw-Hill.

Intended to be comprehensive in scope and in-depth in treatment, this handbook covers in its 49 chapters and five sections the many aspects of operating a training-and-development division within an organization. Highly useful for practitioners in HRD, this text provides detailed charts, tables, and analysis in the design, development, and operation of an HRD service. It also includes useful chapters on leadership and communication training.

New

Drury, J. K., & Bonney, B. F. (1992). ***The backcountry classroom: Lesson plans for teaching in the wilderness.*** Merrillville, IN: ICS Books.

Designed for instructors of the Wilderness Education Association's curriculum, this reference tool consists of 40 self-contained lesson plans. Each describes the goal, objectives, body of knowledge, timing, safety measures, and materials required for teaching a specific topic. Lessons include: environmental ethics, group development, decision making, leadership, and risk management.

Egan, G. (1988). ***Change-agent skills A: Assessing and designing excellence.*** San Diego, CA: University Associates.

A companion to *Change-agent Skills B: Managing Innovation and Change*, this book has been developed for executives, trainers, managers, consultants, or any individual who may play a role in the assessment and design for planning within a business or organization. The author has created a model known as "Model A." When applied to assessing any or all dimensions of an organization—operations, personnel, facilities, marketing, or resources—it provides a map pinpointing the weaknesses and strengths of present business functions. The results sift through in such a way that the key objectives of an organization's mission are given in a point-by-point outline useful for future planning.

Egan, G. (1988). ***Change-agent skills B: Managing innovation and change.*** San Diego, CA: University Associates.

A companion to *Change-agent Skills A*, this volume offers a plan for stimulating innovation and change within an organization or business. The author has developed a model which incorporates three stages of the process of cultivating change and innovation. The stages are: assessing the current scene—recognizing problems and blind spots; the preferred scene—considering the spectrum of possibilities and translating ideas into a workable agenda; and getting there—choosing strategies, formulating plans, and moving from transition to action.

Eitington, J. E. (1989). ***The winning trainer.*** 2nd ed. Houston: Gulf Publishing.

Participative training methods, concepts, practices, and tools are covered in this "how to" manual for group-in-action trainers. A classic four-D training model outlines determining need, designing a program, delivery, and discerning differences. New methods covered in this expanded edition are the in-basket technique, small-group reporting, the knowledge circle, study groups, and the use of music, humor, and fun. A glossary of terms is included, as well as 92 handouts and worksheets, which may be photocopied or made into transparencies.

Fetteroll, E., Nadler, L., & Nadler, Z. (Eds.). (1987). ***The 1987 trainers resource: A comprehensive guide to packaged training programs.*** Amherst, MA: Human Resource Development Press.

This guide will be useful to any organization seeking packaged training-and-development programs. Each package list provides: a profile of the audience for which it is intended; a program description; length of program; participant capacity; audiovisuals or other technology required; participant materials; instructional techniques; recent users of the package; cost; and address and contact person. The 545 description packages cover subjects from career development to wellness and health. Programs are also indexed by subject, title, and author. The program outlines provided with each entry may also serve as a source of content ideas for program trainers who seek to develop their own program packages and products.

Fluegelman, A. (1976). ***The new games book.*** Garden City, NY: Doubleday.

This is a standard group-play resource. Numerous games illustrated in this book can be used as icebreakers or initiatives. A good book to help you think about high- or low-activity games for large or small groups.

New

Fox, H., & Others. (1991). ***Nonformal education training module.*** Peace Corps, Information Collection and Exchange, 1990 K Street, N.W., 8th Floor, Washington, DC 20526. (ERIC Document No. ED347390).

This document provides training ideas for use by Peace Corps volunteers, but much of the material would be valuable for anyone in a training role. It contains ten sessions, each designed to fit into a three-hour period. Some of the session topics are: helping people identify their needs, facilitation skills, the use of games, planning, and evaluation. Each session comes complete with step-by-step instructions, rationale, objectives, handouts, and related references. Three appendices contain additional warm-ups and evaluation activities.

Greenblat, C. S. (1988). ***Designing games and simulations: An illustrated handbook.*** Newbury Park, CA: Sage.

This handbook will be invaluable to anyone involved with the design and model development of simulation and game formats. The author presents four case studies and provides examples of over 70 games and simulations. Practical advice is given on making decisions, setting objectives, constructing and modifying a model, preparing it as a product, designing the operator's manual, arranging for publication, and pre-testing. The approach of the manual is systematic and comprehensive. The author has distilled the complexity of model development, design, and application into one package. Extensive references, models, and a listing of periodicals and organizations are included.

Hartwick Humanities in Management Institute. (no date). ***Hartwick classic leadership cases.*** Available to the academic community for $3.75 per case and $9.50 per teaching note, plus shipping and handling. Contact Hartwick Humanities in Management Institute, Hartwick College, Oneonta, NY 13820. Phone: (800) 942-2737.

Mankind's greatest literary, philosophical, biographical, historical, dramatic, and artistic works are used to teach lessons on leadership issues. Each one of the 30 available cases contains excerpts from a great text, a contemporary article which mirrors the leadership lesson, and a brief review of relevant leadership theory. Most cases are less than 30 pages and require one hour of student preparation. Extensive teaching notes are availablefor all cases. Homer's *Iliad* teaches conflict resolution, followership, and power. Martin Luther King, Jr.'s "Letter from a Birmingham Jail" teaches charisma, negotiation, and vision. *Spider Old Woman*, a tale from the Hopi, teaches female leadership, mentoring, and empowerment. Herman Melville's *Billy Budd* teaches crisis management, decision making, and ethics. Shakespeare's *Richard II* teaches goal setting, strategy, and leadership failure. *Mahatma Gandhi* teaches charisma, followership, and servant leadership. For a complete description of cases and their lessons on leadership, contact the Hartwick Humanities in Management Institute. On request, they will send a catalog or a complimentary video showing their cases in action with a group of business students.

Heron, J. (1989). ***The facilitator's handbook.*** New York: Nichols.

As the author defines it, a facilitator is one who is less concerned with formal teaching than with eliciting active self-directed learning from participants, thus "enabling them to take more responsibility for what they learn and how they learn it." Heron provides a model for facilitating experiential learning groups. Within his framework he surveys the many options available to facilitators for managing the learning process in groups.

Horn, R. E., & Cleaves, A. (Eds.). (1980). ***The guide to simulations/games for education and training.*** 4th ed. Beverly Hills, CA: Sage.

This is a comprehensive reference source on simulations and games designed for educators and trainers. The guide contains only simulations and games that have specific educational purposes. Also included is a valuable collection of 24 essays evaluating and comparing simulations in various subject areas. The age level at which the simulation or game is aimed begins with the junior-high level and up. Although somewhat dated now, this guide remains a useful resource.

Jones, K. (1989). ***A sourcebook of management simulations.*** New York: Nichols.

This sourcebook is comprised of ten complete simulations. In Part 1 the author describes his rationale and provides detailed information on organizing the sessions. The ten simulations are presented in Part 2. Each simulation is preceded by "facilitator's notes," which indicate the types of management skills to be exercised. Some of the skills covered include: decision making, planning, evaluation, strategy, interpersonal communication, and interviewing.

Jones, K. (1987). ***Simulations: A handbook for teachers and trainers.*** 2nd ed. New York: Nichols.

The first chapter of this book, "What is a Simulation?" introduces the reader to the basic processes and terminology of simulations. Other chapters include the topics of simulation design, how to choose a simulation, using simulations, and the assessment function in simulations. Many examples are included to help teachers and trainers use this experiential learning mode to full advantage.

New

Jones, K. (1991). ***Icebreakers: A sourcebook of games, exercises and simulations.*** San Diego, CA: Pfeiffer & Company.

When and how to use icebreakers are outlined for trainers and educators. Fifty icebreakers are divided into three categories: games in which participants have a duty to win, exercises dealing with problems, and simulations involving roles. Facilitator guides note timing, materials, procedure, and debriefing. Reproducible game sheets and handouts are included.

New

Kendall, J. C., Luce, J., Anderson, J., Permaul, J., Shumer, R., Stanton, T., & Migliore, S. (Eds.). (1988-1990). ***Combining service and learning: A resource book for community and public service: Volumes I, II, III.*** Raleigh, NC: National Society for Internships and Experiential Education (NSIEE).

Volume I introduces the principles of experiential education, theories, research, language, history, and a prediction of future trends. Volume II addresses practical approaches to courses and programs, advice from experienced leaders, and management issues such as recruiting, supervision, and evaluation. Volume III contains an annotated bibliography of internship literature and resources.

Krug, S. E. (1987). ***Psychware sourcebook, 1987-88.*** 2nd ed. Kansas City, MO: Test Corporation of America.

In response to the growing field of computer-based assessment/scoring, this book is the first in a series of guides to such computer-based products. It contains listings and descriptions of over 300 assessment products. A few of the topics covered by these products are: career and vocational, cognitive ability, interests and attitudes, motivation and needs, and structured interviews. Five indices provide access to information about product title, product category, product application, service, and supplier.

Lewis, L. H. (Ed.). (1986). ***Experiential and simulation techniques for teaching adults.*** San Francisco: Jossey-Bass.

This compilation includes a number of original papers that explore and explain some of the uses of simulation and experiential methods in adult training and in the college classroom. Chapters include: "Developing Managerial Skills through Realistic Simulations"; "Intercultural Simulation Games: Removing Cultural Blinders"; and "Computer Simulations Come of Age."

Lombardo, M. M., McCall, M. W., Jr., & DeVries, D. L. (1987). ***Looking Glass, Inc.: University edition.*** Greensboro, NC: Center for Creative Leadership.

This is a package containing all the materials necessary for conducting a simulation of managerial and organizational issues faced by a mid-sized U.S. company. It was designed to expose students to the pace, pressure, and ambiguity of managerial work, and to have them experience firsthand the organizational challenges of communication, motivation, leadership, and decision making. The simulation is available only for use with full-time students in degree-granting institutions.

Mayo, G. D., & Dubois, F. H. (1987). ***The complete book of training: Theory, principles, and techniques.*** San Diego, CA: University Associates.

Training is a time-consuming and costly activity for all businesses and institutions. The authors of this book present information to trainers which they say research has proven to be effective. This includes a description of the many training techniques, formats, and aids that are presently available; illustrations of how training can be improved through planned evaluation studies; and a theoretical base for training which includes the results of applicable psychological research. The less commonly known results of research conducted by the military services have also been incorporated into the research review.

McLean, J. (Ed.). (1992). ***Consultants and consulting organizations directory 1992.*** 12th ed. Detroit: Gale Research.

Over 17,000 independent consultants and consulting firms are listed according to their most prominent area of activity. Volume 1 is divided into 14 disciplines, such as education, human resources, and management. Within each discipline, listings are alphabetical and include address, phone number, names of principals, year founded, staff size, and a description of consulting activities. Seminars, videos, publications, unique services, facsimile and toll-free numbers are included. Volume 2 contains geographic, personal name, firm, and activities indices with cross-references to main listings. All information is verified.

Miles, J. C., & Priest, S. (Eds.). (1990). ***Adventure education.*** State College, PA: Venture Publishing.

Adventure education involves the planning and implementation of programs designed to put people into challenging situations. Through the process of taking risks, participants learn about the world and about their own potential. This introduction to adventure education is a collection of essays written by practitioners. Five models of successful programs are featured. Experts discuss philosophical foundations, history, program management, ethics, and safety.

Moore, C. M. (1987). ***Group techniques for idea building.*** Newbury Park, CA: Sage.

The author describes four different group techniques for idea-building: Nominal Group Technique (NGT), Ideawriting, Delphi Technique, and Interpretive Structural Modeling (ISM). Explicit, useful descriptions of these four task-oriented group techniques are provided. The author further explains which techniques are best suited for a particular project. These techniques, especially designed for use by small groups focusing on specific decision-making or planning tasks, can be used in combination. This study explains how these group techniques may be linked together to promote the achievement of a group's goals.

New

Munson, L. S. (1992). ***How to conduct training seminars: A complete reference guide for training managers and professionals.*** 2nd ed. New York: McGraw-Hill.

The explosion of new technology on the business scene has transformed the ways in which training seminars are planned and executed. In this edition, Munson explains how to organize and staff a training department and where to go for top-level outside help; what computers can do to aid development and delivery of programs; how to employ video technology in the critical new fields of programmed learning, role playing, and video dramatizations; and how to expand your training function through teleconferencing techniques. Also included are: professional tips for successful program presentation, advice on evaluating seminars and overall training performance, and eight steps to vital training seminars.

Nadler, L., & Nadler, Z. (1987). ***The comprehensive guide to successful conferences and meetings.*** San Francisco: Jossey-Bass.

An invaluable resource for anyone who must plan, organize, and conduct a meeting or conference. The elements involved in coordinating such an event are covered here in great detail. Such considerations include the design of the conference, handling related events and activities, site selection, meeting and function rooms, presenters and speakers, use of audiovisuals, food and beverage functions, arranging exhibitions, effective marketing, public relations, developing a budget, and preparing a participant program book. This guide unravels the complexities of managing a large-scale event, while providing a step-by-step plan to insure a successful and well-run conference.

New

National Association for Community Leadership. (1993). ***Taking leadership to heart.*** Indianapolis: National Association for Community Leadership.

A community trusteeship curriculum was established to teach community leaders to work for the common good. In addition to the "where" and "what" of civic education, and the "how" of leadership-skills training, trusteeship provides the "why," the motivation for serving the basic needs of others. Included is a trainer manual with course text, transparencies, and a 60-minute trainer video. Also included are a presentation video with brief messages to begin each class, and participant folders with handouts and readings.

Newstrom, J. W., & Scannell, E. E. (1980). ***Games trainers play: Experiential learning exercises.*** New York: McGraw-Hill.

Trainers manage the content, process, and environment of learning situations. Exercises, illustrations, and activities are among the games trainers use to present learning situations. In this collection, the format outlines each game's objective, procedure, or method of instruction, discussion questions, approximate time, and materials required. Supporting materials may be photocopied for handouts or made into overhead transparencies. Sources of games are listed when known. For more games, see the 1983 update, *More Games Trainers Play* by Scannell and Newstrom.

New

North Dakota State University Extension Service. (1992). ***Leadership development within groups.*** North Dakota State University Extension Service, Attn: Sharon, Morrill Hall #7, Box 5655, Fargo, ND 58105. Phone: (701) 237-7883.

NDSU Extension Service has published a series of bulletins on group leadership development available to anyone upon request. Single copies are free. Additional copies are available at a nominal fee. An example is "Leadership for Effective Groups," which outlines the four phases of group development and the various roles and tasks assigned to group leaders. "Developing Trust and Cooperation" discusses climate, communication, and activities to develop trust. Other bulletins address communicating effectively, managing conflict, and coping with criticism.

NSIEE (1991). ***Combining service and learning: A resource book for community and public service.*** Raleigh, NC: National Society for Internships and Experiential Education.

This resource book is a cooperative project of 93 organizations that integrate learning with community and public-service experiences. Volume I outlines the history and future of the service-learning movement, theories, principles of good practice, and guides for policy-makers, educational institutions, and program directors. Volume II offers 55 in-depth profiles of college, K-12, and community-based programs. It also contains practical advice on management, recruitment, orientation, evaluation, and legal issues. Volume III contains an annotated bibliography of service-learning literature.

Peters, D. (1985). ***Directory of human resource development instrumentation.*** San Diego, CA: University Associates.

This directory is a nonevaluative source of information on what is available in instrumentation useful to human-resource-development professionals and others. The directory is divided into six categories of instruments: behavioral style, career planning, communication, management/leadership style, personal growth, and other. Indices provide access by subject, instrument title, vendor, and theory base.

New

Pfeiffer, J. W. (1992). ***Reference guide to handbooks and annuals.*** San Diego, CA: Pfeiffer & Company.

Reference to human-resource-development materials assembled over 21 years is updated annually in this guide to ten handbooks and 21 annuals. Materials include lecturettes, professional-development papers, and annotated bibliographies. Four hundred structured experiences are briefly described and time requirements are noted. Also included are references to questionnaires, rating scales, interview guides, and work sheets. For easy access, all materials are grouped by content or intent, such as communication, group, personal, or facilitation. Access is also available by title and name indices.

Pfeiffer, J. W., & Ballew, A. C. (1988-89). ***UA training technologies.*** San Diego, CA: University Associates.

This set consists of seven volumes covering the following topics: using structured experiences in human resource development; using instruments in HRD; using lecturettes, theory, and models in HRD; using role plays in HRD; using case studies, simulations, and games in HRD; design skills in HRD; and presentation and evaluation skills in HRD. An index to all volumes is included.

New

Pfeiffer, J. W. (Ed.). (1994). ***The 1994 annual: Developing human resources.*** San Diego, CA: Pfeiffer & Company.

This series, formerly called the *Annual Handbook for Group Facilitators*, has been issued each year since 1972. The volumes contain current, nonoverlapping collections of structured experiences, instruments, lecturettes, professional-development papers, and resources for trainers, consultants, organization-development specialists, and group facilitators.

Pfeiffer, J. W., & Jones, J. E. (Eds.). (1985). ***Handbook of structured experiences for human relations training.*** San Diego, CA: University Associates.

A complementary series to the annuals, this series now contains ten volumes, with the last volume published in 1985. Each contains structured experiences designed to promote varied learning experiences and to be useful in a variety of settings.

New

Phillips, S. L., & Elledge, R. L. (1989). ***The team-building source book.*** San Diego, CA: Pfeiffer & Company.

This loose-leaf book contains a variety of resources, interventions, instrumentation, and guidelines for team-building efforts. Included are step-by-step instructions, reproducible handouts, and sample assessment materials. Six sections cover each phase of the team-building process, from data collection to implementation and follow-up.

Pike, R. W. (1989). ***Creative training techniques handbook: Tips, tactics & how-to's for delivering effective training.*** Minneapolis, MN: Lakewood Books.

This handbook is written by a trainer for trainers. The author is a successful trainer who now runs his own training-and-development business. He offers the techniques which have made his training models successful. The premise of his approach is that the most effective behavior-changing tools of training are those which demand the full involvement of the participant throughout the program. With this in mind, the author shows, from planning to final-day wrap-up, how to motivate and involve both the individual participants and participants as teams. The author also provides tips for optimizing training facilities, whether at a training center or at an off-site business location.

Portnoy, R. A. (1986). ***Leadership: What every leader should know about people.*** Englewood Cliffs, NJ: Prentice Hall.

Each chapter targets an important element of leadership training, including training leaders to work with people, components of human behavior, emotional stability in leadership, basic communication skills, direction and policies, and case studies (their problems and solutions). Packed with illustrations and examples, the material is presented in a straightforward manner. Discussion topics and recommended readings are included with each chapter, and flowcharts offer step-by-step direction.

New

Powers, B. (1992). ***Instructor excellence: Mastering the delivery of training.*** San Francisco: Jossey-Bass.

Based on 20 years of research in the field, Powers has developed a set of performance standards to achieve and evaluate instructor excellence. Novice and professional trainers can adopt his techniques for preparation, presentation, generating participation, and sequencing. Managers of trainers can learn how to observe, give feedback, reward performance, and ensure success.

Rohnke, K. (Ed.). (1977, 1989). ***Cowstails & cobras.*** Hamilton, MA: Project Adventure.

This is an outdoor educator's volume which can easily apply to numerous group situations. Rope courses and initiative games are the focus of this easy-to-use guide. Illustrations and photographs make it easy to understand the narrative directions. The *Blind Polygon* works wonders with a group of 40 student leaders! *Cowstails & Cobras II* was published in 1989.

Scannell, E. E., & Newstrom, J. W. (1983). ***More games trainers play.*** New York: McGraw-Hill.

Games provide experiential learning to draw attention to a point and reinforce it. They are brief, usually from one minute to a half hour. Games are participative, inexpensive, low risk, and adaptable. Used to illustrate a single point, games are oriented to micro issues. Over 100 games in this book may be used as icebreakers, concept illustration, or closings. The format outlines each game's objective, procedure, discussion questions, approximate time, and materials required. For additional games, see *Games Trainers Play*, Newstrom and Scannell (1980) and *Still More Games Trainers Play*, Newstrom and Scannell (1991).

Silberman, M. (1990). ***Active training: A handbook of techniques, designs, case examples and tips.*** Lexington, MA: D. C. Heath.

Adult learners must be actively engaged during a training program or they will be bored, forget what they have learned, and will fail to apply new knowledge. Intended for trainers in business, government, education, and human services, this guide teaches how to create and to deliver training designs. Active training issues covered in examples are: team building, project management, time management, customer relations, creative thinking, cultural diversity, and employee motivation.

New

Simonds, P. W. (1988). ***A beginner's guide to leadership training programs.*** Columbia, SC: NACA Educational Foundation. National Association for Campus Activities.

This guide examines three important areas of student leadership training. It first presents a brief history of leadership theory and leadership-training programs for higher education. Second, information is provided on what other colleges and universities have done in the past with leadership training programs. Last, a general guide is offered as a tool for the development of a variety of leadership-training experiences for potential college student leaders. Exercises and training in decision making, problem solving, conflict resolution, consensus building, and group building are included. This is an excellent beginner's manual to leadership development.

Smith, B. J., & Delahaye, B. L. (1987). ***How to be an effective trainer: Skills for managers and new trainers.*** 2nd ed. New York: John Wiley & Sons.

This edition advertises itself as "a step-by-step, self-directed program you can use to train yourself to become a top-notch trainer." The 26 chapters are divided into six parts. From training techniques and planning aids, to managing the learning experience, each chapter focuses on a particular skill or topic. Most chapters include specific learning objectives, key concepts, plans to achieve objectives, a checklist for use as an on-the-site guide, and tests and exercises to check the understanding of each chapter. The authors are both instructors at the School of Management of the Queensland Institute of Technology in Brisbane, Australia.

Tubesing, N. L., & Tubesing, D. A. (Eds.). (1988). ***Structured exercises in stress management: A whole person handbook for trainers, educators & group leaders, Volume 4.*** Duluth, MN: Whole Person Press.

The 36 designs offered in this volume are provided to help people apply what they've learned about stress management. The format of each exercise is structured to involve people in the learning process. To assist in selection, the authors have grouped them into six broad categories: icebreakers, stress assessments, management strategies, skill builders, action planning/closure, and group energizers. Designed for easy use, each exercise description includes its time frame, materials needed, goals, group size, instructions, variations, and tips for group trainers. The authors encourage reproduction of the work sheets.

Van Velsor, E., & Leslie, J. B. (1991). ***Feedback to managers. Volume I: A guide to evaluating multi-rater feedback instruments.*** Greensboro, NC: Center for Creative Leadership.

This report is part of a two-volume set. Volume II reviews 16 multi-rater feedback instruments. In Volume I, the authors offer "a nontechnical, step-by-step process you can use to evaluate any multiple-perspective feedback questionnaire intended for management development." Although ostensibly for "multi-rater" instruments, the evaluation process and the sequential steps suggested by the authors would be a very useful guide to the evaluation of any test, inventory, or questionnaire used in leadership training, development, or assessment. This very practical but theoretically grounded volume concludes with a straightforward 16-step "Instrument Evaluation Checklist."

Van Velsor, E., & Leslie, J. B. (1991). ***Feedback to managers. Volume II: A review and comparison of sixteen multi-rater feedback instruments.*** Greensboro, NC: Center for Creative Leadership.

This report is part of a two-volume set. Volume I is a guide to evaluating multi-rater feedback instruments. Volume II offers a comprehensive review and comparison of 16 of the better feedback instruments. Multi-rater instruments are typically those that are completed by a manager as well as by associates of the manager—subordinates, peers, and sometimes the boss. The feedback generated is usually rich and detailed and is derived from the manager's input as well as the input from the manager's associates. All of the 16 instruments reviewed in this volume reflect, in the authors' judgement, accepted standards of instrument development as well as "reasoned principles and techniques for enhancing performance development as a result of feedback."

New

Van Wart, M., Cayer, N. J., & Cook, S. (1993). ***Handbook of training and development for the public sector: A comprehensive resource.*** San Francisco: Jossey-Bass.

This book is a train-the-trainer text for schools of public administration, and for human-resource-development personnel in local, state, and federal departments. HRD faces new challenges: doing more with fewer staff; agency reorganization; and providing training in communication, quality management, and employee enrichment, as well as traditional skills training. Sections of the book cover: designing programs, gaining an understanding of instructional methods, and conducting and evaluating programs; there is an annotated bibliography.

VanGundy, A. B. (1987). ***Creative problem solving.*** New York: Quorum Books.

An excellent resource for creativity trainers, this text facilitates the design and teaching of creative problem solving. Games, exercises, personal inventories, and group and individual assessments are included to provide trainers with a wide range of models by which to structure workshops and test their effectiveness. These models and formats use both rational and intuitive thinking skills in exploring and applying creativity to problem solving as well as to personal and professional goals, short-term objectives, and long-range planning.

New

Varney, G. H., & Steinbrunner, D. M. (Eds.). (1992). ***Bibliography of organization development literature.*** Alexandria, VA: American Society for Training and Development (ASTD).

This guide to selected materials and information is intended for practitioners conducting organizational-development activities. A foundation of literature provides a starting point for those new to the field. A new section lists grant winners and their writings. A topic section divides materials into 31 areas, including: cross culture, evaluation, teams, leadership, program structure and design, and quality circles.

Wheelan, S. A. (1990). ***Facilitating training groups: A guide to leadership and verbal intervention skills.*** New York: Praeger.

Intended as a guide for trainers, this book describes three group models: T groups, personal-growth groups, and skills-training groups. It details the theories, goals, and leadership skills of each model. Strategies for matching a model to a given population are offered with intervention techniques for helping a group set and achieve goals. Practice exercises are included.

Yukl, G. (1990). ***Skills for managers and leaders: Text, cases and exercises.*** Englewood Cliffs, NJ: Prentice Hall.

Designed as a text for leadership courses, this book examines 12 leadership skills. Students learn to understand concepts, recognize ineffective behavior, and practice effective behavior. Composite cases, inspired by events in real organizations, are designed to facilitate discussions. Role plays, quizzes, and student assessments are included in each chapter. An instructor's manual is available with additional exercises.

SELF-DEVELOPMENT

ARTICLES

English, C. B. (1987). **The art of leading meetings.** *American Journal of Occupational Therapy, 41*, 321-326.

An effective manager must know when to hold a meeting and what leadership style is appropriate. Four types of meetings are discussed: staff, problem solving or decision making, combination, and creative. Leadership style, program planning, and dealing with problem participants are examined.

New

Jackins, H. (1987). **The enjoyment of leadership.** In *The Longer View*. Seattle: Rational Island Publishers, pp. 165-197.

Re-evaluation Counseling Communities, local groups whose members share philosophical ideologies, were founded in the Seattle area in 1985. Their principles include the enjoyment of leadership and the belief that "a rational, good-for-everyone, non-oppressive society is possible." In that society, every individual is a potential leader, at least one member of a group transcends personal needs to perceive the group as a whole, and leaders train others to be leaders.

BOOKS

New

Ambrose, D. (1991). ***Leadership: The journey inward.*** Dubuque, IA: Kendall/Hunt.

Leaders are, at their core, ordinary people with fears, concerns, and challenges. In leaders and all people, a journey inward or self-discovery can increase personal effectiveness. Ambrose offers suggestions for making such a journey.

New

Bellman, G. M. (1993). ***Getting things done when you are not in charge.*** San Francisco: Berrett-Koehler.

This sequel to *The Quest for Staff Leadership* is focused toward middle managers, advisors, functional experts, and support personnel. Chapters offer practical advice on handling office politics, effecting change, and earning the respect of top management. Bellman teaches those in supporting roles to empower themselves, increasing their contributions professionally while achieving satisfaction personally.

Betz, D. (1981). ***Cultivating leadership: An approach.*** Lanham, MD: University Press of America.

This book is for the individuals involved in the process of becoming a leader. The manner in which an individual proceeds to develop his/her talents—an odyssey of self-discovery—is utilized in the general discussion. The characteristics and modes of leadership, culture and leadership, the mystique of charisma, leadership in a free society, ideas for individual fulfillment, practice of leadership, and the education and cultivation of leadership are explored.

Blimling, G. S., & Miltenberger, L. J. (1981). ***The resident assistant: Working with college students in residence halls.*** Dubuque, IA: Kendall/Hunt.

This is a practical resource for students filling RA positions. It can serve as a text for credit course offerings that further legitimize the integration of the training-learning experience with the total educational experience of students attending colleges and universities. Help in achieving objectives in residence education by equipping RAs in various areas is addressed.

Bradford, L. P. (1976). ***Making meetings work: A guide for leaders and group members.*** La Jolla, CA: University Associates.

Bradford has distilled in this small volume a treasury of helpful ideas for those who find themselves in positions of leadership or who want to be helpful members of the groups in which they participate. The author brings together practical suggestions of "what to do" with clear explanations of why certain kinds of behavior produce the results they do.

New

Brim, G. (1992). ***Ambition: How we manage success and failure throughout our lives.*** NY: BasicBooks.

How do we deal with success and failure, winning and losing, triumphs and disaster? Brim draws on the latest psychological and social research and real-life case studies to explore how we strive for growth and mastery. His research shows our capacity to change across our entire lives is much greater than we used to believe. To remain happy, Brim asserts that we must live our lives at the "just manageable" level of difficulty and that our actions should have four elements: our desired goals; our aspirations—ideal, minimum, and realistic—for what we will achieve; a timetable for achieving our goals; our means for achieving our goals.

Campbell, D. P. (1984). ***If I'm in charge here, why is everybody laughing?*** 2nd ed. Greensboro, NC: Center for Creative Leadership.

This book examines a number of questions: How can leaders bring out the best in the people they work with? What are the best ways to overcome opposition? Why are friendships so special to people in charge? Campbell issues a call to take up the challenge of leadership, which can be demanding, enriching, and exhilarating. This is a book full of useful tips for people who are in charge, who make things happen, and who want to have an impact on their world.

Clemmer, J., & McNeil, A. (1988). ***The V.I.P. strategy.*** Toronto: Key Porter Books.

The book is designed for practicing executives and managers who are interested in improving their executive ability and organizational performance. Grounded in popular management theory, Clemmer and McNeil define leadership as "a set of actions for dealing with people-related issues." Four leadership elements that exist in every organization are examined: vision, values, environment, and behavior. The authors observe that the only way to change elements of leadership is through the acquisition of skills defined as personal, coaching, team, and cultural. They provide examples of individuals who have been successful and offer suggestions on how one can develop these skills.

Covey, S. R. (1989). ***Seven habits of highly effective people: Restoring the character ethic.*** New York: Simon and Schuster.

Covey defines habit as a combination of knowledge, skill and desire; or the what to do, why, how and want to do. He suggests a shift away from personality ethics, such as public image, superficial solutions, and the pursuit of success. He recommends living with a character ethic based on integrity, dignity, growth, and quality. His seven habits are based on the fundamental principles of human effectiveness.

Engstrom, T. W., & Mackenzie, R. A. (1988). ***Managing your time: Practical guidelines on the effective use of time.*** Rev. ed. Grand Rapids, MI: Zondervan.

Touted as "a practical guide for chronic procrastinators and those bogged down in the swamps of daily trivia," the guidelines offered here are for the person who is committed to developing the skills of managing activities at work—actually in their whole life—with the little time they have at hand. The authors tell how to establish and refine personal and professional goals, and how to develop short- and long-range objectives. They note that being organized and directed does not squelch spontaneity or creativity; effective time management clears the path for just such impulses to flourish.

Francis, D., & Young, D. (1979). ***Improving work groups: A practical manual for team building.*** San Diego, CA: University Associates.

Based on the philosophy that a team-management approach is an effective and positive way to improve organizations, this handbook provides a step-by-step guide to help the reader acquire the skills needed for team-building. The structure of the book is based on defining the team approach, surveying the reader's own group, and describing the characteristics of successful teams. The last chapter is comprised of 46 projects to be used for enhancing and developing group skills.

Guthrie, E., & Miller, W. S. (1981). ***Process politics: A guide for group leaders.*** San Diego, CA: University Associates.

The idea of process politics assumes groups can change while incorporating the needs of personal fulfillment and individual accomplishment. Self-awareness and group effectiveness are the main focus of this volume. Some applicable "maintenance checks" are included in the appendix.

New

Hallstein, R. W. (1992). ***Memoirs of a recovering autocrat: Revealing insights for managing the autocrat in all of us.*** San Francisco: Berrett-Koehler.

We all wish to gain control of our careers and our personal lives. Yet controlling behaviors are often the same autocratic behaviors that are ineffective at work and at home. In confessional vignettes, Hallstein shows how one autocrat recovered from the need to always be right and to always be in control.

Heim, P., & Chapman, E. N. (1990). ***Learning to lead: An action plan for success.*** Los Altos, CA: Crisp Publications.

This self-improvement program for managers who want to become leaders is intended for at-home study or a workshop. The self-paced format is designed "to be read with a pencil." Exercises and assessments facilitate reader participation and feedback. Leadership skills emphasized in this program are personality, power, vision, decision making, and risk taking.

Hitt, W. D. (1988). ***The leader-manager: Guidelines for action.*** Columbus, OH: Battelle Press.

This is about the practical actions for any leader-manager who aspires to be more effective. The author's approach is based upon the premise that all managers have a "certain amount" of leadership potential and that this potential can be more fully developed. The focus is upon assessing where you happen to be along the leadership continuum and then using the plan of action designed here to develop your attributes. Hitt suggests that "with concerted effort over about a two-year period . . . an individual manager should be able to improve his or her position."

Kaplan, R. E., Drath, W. H., & Kofodimos, J. R. (1985). ***High hurdles: The challenge of executive self-development.*** (Tech. Rep. No. 25). Greensboro, NC: Center for Creative Leadership.

The authors of this 40-page report conducted a study to explore self-development and the particular challenges to its path faced by executives. The report explores the premise that executives, unlike most professionals throughout an organization, tend to be exempt from coming to terms with their limitations and are further shielded from self-examination by staffs who shy away from opportunities to offer useful criticism. A combination of 40 executives and experts on executives were extensively interviewed. After carefully analyzing over 400 pages of transcripts, the authors found distinct patterns in what executives considered difficult about their positions and in whether they attempted personal change.

Kroeger, O., & Thusen, J. M. (1988). ***Type talk: Or how to determine your personality type and change your life.*** New York: Delacorte Press.

The authors have taken the previous work on personality identification, such as the *Myers-Briggs Type Indicator* and other work, such as Kiersey's *Please Understand Me*, and distilled the 16 personality type identifiers into a description of personality types easily understood and applied by anyone. This work is not written for professional evaluation of personality types; rather its purpose is somewhat analogous to books about bird watching, with the focus here on "type watching."

Lawson, L. G., Donant, F. D., & Lawson, J. D. (1982). ***Lead on! A complete handbook for group leaders.*** San Luis Obispo, CA: Impact Publishers.

This book is an excellent step-by-step guide for leaders of volunteer groups. Twenty-four key leadership skills, from understanding your own leadership style and communicating effectively, to solving conflicts and developing new leaders, are addressed here in a clear, concise manner.

Losoncy, L. (1985). ***The motivating leader.*** Englewood Cliffs, NJ: Prentice-Hall.

Enthusiasm, inspiration, and encouragement define the motivating leader. The author has created a program which pinpoints the most effective strategies for cultivating commitment and enthusiasm in others. Eight goals described throughout this text illustrate how much can be accomplished by winning people over to their work and to the organization. Included are personality inventories which direct you to the chapters you most need to read. End-of-chapter summaries draw out the significant points of putting these concepts into action. The writing style is engaging and vital.

Mandel, S. (1987). ***Effective presentation skills.*** Los Altos, CA: Crisp Publications.

Constructed to be direct, simple and easy to apply, this short text is recommended for the novice public speaker and the reluctant public speaker. The author shows how to convert the fear associated with public speaking into energy which will contribute to a dynamic presentation. The seven sections of this text point out, step-by-step, how to assess your speaking skills, how to deal with anxiety, how to plan your presentation, how to organize, how to develop and use visual aids, how to prepare the presentation, and how to deliver it to your audience. A handy final review checklist is also provided.

Manning, G., & Curtis, K. (1988). ***Leadership: Nine keys to success.*** Cincinnati, OH: Vista Systems.

As part of "The Human Side of Work" series, this volume is intended as a text- or workbook. The nine keys of leadership include: ignition key—the motive to lead; golden key—leadership by character; skeleton key—the art of persuasion; and front door key—the power of office. Exercises, activities, tests, and recommended readings supplement each chapter. At the end of the book are a list of suggested films, a list of additional reading materials, and a list of teaching formats.

New

Manz, C. C. (1993). ***Self-leadership: A skill-building series.*** King of Prussia, PA: Organization Design and Development.

Based on Dr. Manz's *Mastering Self-leadership*, this three-part workbook series may be used for self-training or leadership-development training sessions. *Becoming a Self-manager: Skills for Addressing Difficult, Unattractive, but Necessary Tasks* has tips for focusing attention and keeping priorities in order; and it suggests self-observation and self-reward activities. *Redesigning the Way You do Your Job: Skills for Building Natural Motivation into Your Work* focuses on building enjoyment into work. *The Art of Positive Psyching: Skills for Establishing Constructive Thinking Patterns* recommends strategies for managing beliefs and assumptions, developing constructive self-talk, and developing effective scripts for life. Each workbook includes questionnaires and facilitator guides.

Miller, S., Wackman, D. B., Nunally, E. W., & Miller, P. A. (1988). ***Connecting with self and others.*** Littleton, CO: Interpersonal Communication Programs.

To some degree we are always engaged in the "dance" of connecting or disconnecting with others. What makes this "dance" so engaging? Drawing on years of research and testing these authors present strategies, models, and maps to clarify the time, energy, space, and choices which together form the actions we take in our relationships with others. The three- fold model of awareness, skills, and options in communicating and building relationships with others is set within a practical framework which shows the paths we travel in our various communication efforts.

New

Pearson, C. S. (1991). ***Awakening the heroes within: Twelve archetypes to help us find ourselves and transform our world.*** New York: HarperCollins.

Pearson shares a model for learning how to achieve a deep sense of life's meaning through stories about heroism. She defines 12 inner guides: innocent, orphan, warrior, caregiver, seeker, destroyer, lover, creator, ruler, magician, sage, and fool. Each reflects a stage of the journey and teaches a valuable lesson.

Quinlivan-Hall, D., & Renner, P. (1990). ***In search of solutions: Sixty ways to guide your problem-solving group.*** Vancouver: Training Associates.

Ways to solve problems in meetings without personality clashes, time-wasters, and procedural wrangling are offered. The authors outline three stages of the problem-solving process and roles of key players: facilitator, recorder, and participants. Included are 60 facilitation techniques that assist groups to define issues, generate solutions, make decisions, and devise action plans and follow-up strategies.

Shinn, G. (1986). ***Leadership development.*** 2nd ed. New York: McGraw-Hill.

The audience for this book seems to be high-school or community-college students. The title is something of a misnomer, for most of the book emphasizes self-care and personal development. Many of the skills emphasized however are ones useful to the aspiring leader or manager. Representative section titles are: "Personality Development," "Personal Appearance," "Developing Communication Skills," "Memory," "Creativity," "Management and Leadership," and "Employment."

New

Smith, M. (1993). ***Changing course: A positive approach to a new job or lifestyle.*** San Diego, CA: Pfeiffer & Company.

Information, tips, and 24 exercises define areas for change and growth in career or personal development. This guide may be used as a participant text in outplacement programs, change-management courses, or career-development programs.

Thomas, G. L., & VerBurg, K. (1987). ***Conducting public meetings.*** Rev. ed. East Lansing, MI: Community Development Programs, Lifelong Education Programs.

This is a straightforward, easy-to-follow guide "designed to assist leaders and group members to run or participate in public meetings more effectively and efficiently." Topics discussed include: public meetings—nature and variety; what to do before the meeting starts; the meeting gets underway; and decision making and problem solving.

Wilder, C. (1990). ***The presentation kit: 10 steps for selling your ideas.*** New York: Wiley.

This book illustrates how selling an idea to a client is different than making a report to management. Wilder outlines nine formats for presentations to different audiences with different goals. Step-by-step guides help the reader develop a personalized presentation style. The reader can learn three modes of communication, how to prepare, how to motivate, how to channel nervousness into energy, and how to handle questions.

Woodcock, M., & Francis, D. (1991). ***The self-made leader: 25 structured activities for self-development.*** King of Prussia, PA: Organization Design and Development.

For workshops and training sessions, activities are planned to help managers and supervisors learn about themselves and exploit their potential. Hour-and-a-half activities include personal assessments, lecturettes, scoring assessments, review of findings, small-group exercises, and full-group discussions. Areas covered include: interpersonal style, influence style, listening skills, and situational organizing. In each chapter are directions for the facilitator, reproducible questionnaires, and masters for overhead transparencies.

FILMS AND VIDEOS

This section alphabetically lists and briefly summarizes over 130 films and videos for leadership studies and leadership development. Entries added since the last *Source Book* are preceded by the word ***New***. With this edition we have expanded the number of listings by 30 percent.

The films and videos in the following pages represent a variety of disciplines, subject categories, stylistic treatments, and historical periods. There are feature films, documentaries (and docudramas), training films, and specialty films. The common thread is that every film in some way develops, explains, or demonstrates some aspect of leadership—be that leader skills, group processes, the moral dimension of leadership, political power and influence, theories of leader behavior, or self-development.

Many authors of well-received leadership books are now featured in videos that explain their writings. Some examples are: Warren Bennis and Peter Drucker, *Meeting the Challenge;* John Kotter, *Leadership*; James Kouzes and Barry Posner, *The Leadership Challenge*; and Margaret Wheatley, *Leadership and the New Science*. A number of videos from PBS and commercial television programs are included. Bill Moyers' *A Walk Through the Twentieth Century* series provides three videos for this list, including *The Helping Hand*, *The Image Makers*, and *TR and His Times*. A BBC product, *Breaking the Glass Ceiling*, is one of four diversity-related videos added in this edition (the others are *Rainbow War*, *Sex Bias in the Workplace*, and *A Tale of "O")*.

Where to get the films: Each film in this section has an associated distributor code. You will find each distributor's full name, address, and phone number in the *Film and Video Distributors* listing immediately following the film summaries. These sources are current as of February 1994, but be aware that distributors and their addresses change frequently. If you cannot locate a film or video, contact the audiovisual department of your college or public library for help.

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FILM AND VIDEO SUMMARIES

The Abilene Paradox (1985)
(Runtime: 27m. Distributor: CRM)

This film deals with the management of agreement in organizations. The theme is that mismanaged agreement is as dangerous to organizational effectiveness as excessive conflict because it can lead the organization toward inappropriate goals.

Achieving Personal Excellence (1986)
(Runtime: 56m. Distributor: AUDIO)

Philip Wexler teaches the keys to personal excellence: first impression, depth and breadth of knowledge, enthusiasm, a sense of humor, Gestalt focus, and creativity.

An Act of Congress (1979)
(Runtime: 52m. Distributor: CORONET/MTI)

This film traces the progress of a bill—the Clean Air Act of 1977—through committee, the House, and finally to enactment. It contrasts the leadership styles of Rep. Paul Rogers, supporter of strong clean-air standards, and Rep. John Dingle, opponent of a strong bill.

New
Being There (1979)
(Runtime: 130m. Distributor: CBS/FOX)

Peter Sellers plays a mentally-retarded gardener who is suddenly thrust from a protected existence onto the street. From years of watching television he learned a surface comportment; from the household in which he was employed he acquired the art of impeccable dress. These skills, along with his gardening knowledge, serve him well when he stumbles into Washington's political arena, where his simple comments on gardening are taken as metaphorical wisdom and he is seen as a political savant.

Billy Budd (1962)
(Runtime: 125m. Distributor: MGM)

In 1797 the sadistic master-at-arms of a British warship terrorizes the crew and is killed by young Billy Budd, who must hang for his unpremeditated crime. Beautifully photographed but poorly scripted this film is an attempt at the impossible: an allegory of good and evil more suited to opera or the printed page.

Bolero (1972)
(Runtime: 28m. Distributor: PYRAMID)

The lighting and creative camera work in this film are as dramatic as Ravel's music. Brief comments from soloists, concertmaster, and conductor Zubin Mehta give insight into the subtle leadership touches that make a truly great performance (by the Los Angeles Philharmonic).

Breaker Morant (1979)
(Runtime: 107m. Distributor: FILMS INC)

Based on a true story, the film takes place when England was waging the Boer War in Africa. England court-martialed three Australian volunteer soldiers for murdering Boer prisoners, denying that the Aussies were acting under British orders.

New
Breaking the Glass Ceiling (1993)
(Runtime: 34m. Distributor: VIDEO PUB)

The BBC produced this video featuring "ceiling-breakers" and organizations like the Center for Creative Leadership. It can be used to inspire women to take risks and come up with their own strategies. It can also be presented as an awareness-building program. It includes a 24-minute discussion starter, a 10-minute case study, and a training-notes guide.

The Bridge on the River Kwai (1957)
(Runtime: 161m. Distributor: FILMS INC)

In a World War II, jungle, POW camp, British prisoner Alec Guinness refuses to build a bridge for the enemy unless his officers supervise the work. After some grumbling the camp commander shrewdly relents, allowing Guinness to get his way while getting the bridge he wanted.

New
The Business of Listening (1991)
(Runtime: 25m. Distributor: CRISP)

Based on the book by Diane Bone, it discusses the basics of effective listening, an essential skill for personal and business success. It offers interviews with experts and practical, positive suggestions.

The Business of Paradigms (1989)
(Runtime: 38m. Distributor: CHARTHOUSE)

In this first video of the "Discovering the Future" series, Joel Barker describes the way we use paradigms to evaluate and organize new information quickly and how paradigms can become barriers. Barker suggests that understanding the paradigm effect may help foster innovation and new strategies.

New
C and the Box: A Paradigm Parable (1993)
(Runtime: 7m. Distributor: PFEIFFER)

Predictable behavior leads to predictable results. This brief session-starter may help people change from their predictable routines to more creative and innovative problem-solving ways. Based on the book of the same name by Frank Prince, it encourages viewers to break out of their self-imposed boundaries and to have fun doing it.

The Caine Mutiny (1954)
(Runtime: 125m. Distributor: FILMS INC)

An all-star cast enacts the drama of rebellion against unreasonable authority on the combat vessel *Caine* in the Pacific during World War II. Humphrey Bogart stars as the paranoid captain in this superb film adapted from Herman Wouk's prize-winning novel.

New
Can We Talk? (1993)
(Runtime: 23m. Distributor: CRM)

Communication in management is often a problem, and *Can We Talk* shows an example of this: a self-absorbed team leader who never takes the time to listen to staff's suggestions. It demonstrates that the best ideas and abilities are plentiful if you know how to listen.

The Candidate (1972)
(Runtime: 110m. Distributor: FILMS INC)

Robert Redford performs as an idealistic lawyer whose ideals are steadily eroded when he runs for the U.S. Senate. Jeremy Larner, a speech writer for Senator Eugene McCarthy during his presidential campaign, wrote the screenplay.

A Case of Working Smarter, Not Harder (1982)
(Runtime: 15m. Distributor: CRM)

This case study provides a how-to lesson for supervisors and managers who are uncertain about how to delegate. It clarifies the distinction between delegation and dumping.

Choosing to Lead (1985)
(Runtime: 19m. Distributor: AMA)

This program highlights the strengths of three business leaders (from technology, banking, and manufacturing) as they turn creativity into practical results. They describe their successes and failures.

Churchill: Voice of a Lion (1978)
(Runtime: 24m. Distributor: CORONET/MTI)

The political life of Winston Churchill is presented in this film, which emphasizes the era of World War II. It identifies his traits and techniques of leadership and presents excerpts from many of his speeches, showing his bulldog temperament and his powerful use of words. His meetings with Roosevelt and Stalin are also recorded.

Citizen Kane (1941)
(Runtime: 119m. Distributor: FILMS INC)

Considered by many to be a perfect film, if not the best American film of all time, *Citizen Kane* is truly a cinematic masterpiece. The emotion-packed story of Charles Foster Kane (based on the life of William Randolph Hearst) is told with ever-shifting perspective. Directing his own vital performance as well as members of the famous Mercury Players, Orson Welles created an enduring classic of leadership and power.

Command Decision (1949)
(Runtime: 111m. Distributor: MGM)

The back-room boys—a general, his staff, and his peers—debate the aerial bombardment of Germany. This is a plainly reproduced version of a determinedly serious play, with a remarkable cast.

The Credibility Factor: What Followers Expect from Leaders (1990)
(Runtime: 22m. Distributor: CRM)

Credibility is the critical difference between effective and ineffective leaders. James Kouzes and Barry Posner, authors of *The Leadership Challenge* (1987), describe specific practices that build credibility, fulfill followers' expectations, and create trust and productivity.

Das Boot [The Boat] (1982)
(Runtime: 150m. Distributor: COLUMBIA)

This World War II drama about a German submarine crew reveals various faces of leadership and crew response in the midst of incredible tension and a literal fight for survival.

New
Dead Poets Society (1989)
(Runtime: 128m. Distributor: TOUCHSTONE)

Robin Williams, a professor at an exclusive prep school, gets into trouble for encouraging his students to "seize the day." Management- and organizational-behavior professors may want to use this video to explore issues in leadership such as ethics, role conflict, autonomy, risk-taking, stress, and organizational pressures toward conformity.

Democrat and the Dictator (1984)
(Runtime: 58m. Distributor: PBS)

In this part of the *Walk Through the Twentieth Century* series, Bill Moyers examines the parallels between two charismatic leaders, Franklin D. Roosevelt and Adolph Hitler, both of whom came to national power in 1933 and died in 1945. Their presence and conflicting ideologies are revealed through their words and gestures.

Desire to Win (1983)
(Runtime: 13m. Distributor: NEW COMM)

A small-town marathon is the setting for this motivational film. The camera focuses on three participants who each define "winning" in their own terms. The narrator recalls scenes from childhood to emphasize the naturalness of achieving and risk-taking.

Do You Believe in Miracles? (1980)
(Runtime: 24m. Distributor: CORONET/MTI)

Most of this film is footage of the incredible and emotional victory of the 1980 U.S. Olympic hockey team, with play-by-play descriptions. It includes reflections by the coach and players on the role of leadership, team effort, and determination.

Dreaming (1982)
(Runtime: 12m. Distributor: NEW COMM)

This work looks at the value of individuality within a corporate environment. It explores the risks and excitement of being yourself, of being more spontaneous, and suggests that we all have hidden potential waiting to be tapped.

Enterprise (1983)
(Runtime: 30m. Distributor: CORONET/MTI)

This series of 38 programs originally aired on PBS. Hosted by Eric Sevareid, it explores the experiences of a variety of companies and their top executives as they face the risks and rewards of American business. These case studies combine high production value, lively story telling, and excellent profiles of a variety of business problems.

The Entrepreneurs: An American Adventure (1986)
(Runtime: 60m. Distributor: PBS)

This series of six one-hour programs features inventors, tough-minded tycoons, and other wizards of free enterprise. Narrated by Robert Mitchum, it contains archival photos, illustrations, and historic film footage of the prototypes of products upon which industrial empires have been built.

Ethics in America (1988)
(Runtime: 60m. Distributor: ANNENBERG)

Produced by Fred Friendly, this series features nearly 100 panelists who tackle ethical issues involving loyalty, confidentiality, privacy, truthfulness, and personal ethics. Individual titles are: *Do Unto Others; To Defend a Killer; Public Trust, Private Interests; Does Doctor Know Best?; Anatomy of a Corporate Takeover; Under Orders, Under Fire, Parts 1 & 2; Truth on Trial; The Human Experiment;* and *Politics, Privacy, and the Press.*

New
Even Eagles Need a Push (1992)
(Runtime: 24m. Distributor: CRM)

In a motivational way, David McNally presents five essential qualities that successful, confident, empowered people have in common: self-appreciation, vision, purpose, commitment, and contribution. His key message is that each of us can develop new strategies that will help us live the life we've always imagined for ourselves.

Everybody Leads: Team Members Talk about Self-management (1991)
(Runtime: 26m. Distributor: BLUE SKY)

This production presents an inside view of how an employee-designed workplace uses self-management to make good decisions, respond to technical problems, increase production, handle emergencies, and improve quality. Team members from two different unions discuss the benefits and difficulties of rotating leadership.

Excellence in the Public Sector (1989)
(Runtime: 48m. Distributor: VIDEO ARTS)

Tom Peters talks about the similarities between public-sector/nonprofit organizations and for-profit organizations. Well-run organizations, often in turnaround situations, provide examples of good management practices.

New
Eyes on the Prize: America's Civil Rights Years, 1954-1965 (1986)
(Runtime: 60m each. Distributor: PBS)

New national leaders emerged during the Civil Rights struggle. This inspiring six-part series is a comprehensive look at the people, events, and issues of those years.

New
Eyes on the Prize: America at the Racial Crossroads (1990)
(Runtime: 60m each. Distributor: PBS)

The second award-winning series by the same name continues the chronicle of the American Civil Rights movement. From community power in the schools to "Black Power" in the streets, from police confrontations in neighborhoods to political confrontation in city government, from Malcolm X to Martin Luther King, Jr., it depicts a period of great transformation.

Face to Face: Coaching for Improved Work Performance (1981)
(Runtime: 27m. Distributor: CALLY CURTIS)

This film dramatizes Fournies' book on the value of managing the behavior of others through the coaching process. Interspersed are the nine steps involved in coaching analysis and the five steps involved in the coaching discussion.

The Finest Hours (1964)
(Runtime: 116m. Distributor: PRISM)

This tribute to Sir Winston Churchill documents his rocky diplomatic career and his inspiring passionate leadership in World War II, recalling his words, humor, family life, and patriotic fervor. Narrated by Orson Welles.

Five Presidents on the Presidency (1973)
(Runtime: 24m. Distributor: PHOENIX)

Several topics are examined in excerpts from the filmed speeches of five Presidents: presidential power, congressional relations, press relations, foreign policy, the President as politician, and the office in retrospect.

Gallipoli (1981)
(Runtime: 111m. Distributor: FILMS INC)

This is the story of the ill-fated assault by Australian troops on the Turkish-held heights during World War I. Gallipoli is a place now mentioned in history books for the disaster that made Lord of the Admiralty Winston Churchill resign in disgrace.

Gandhi (1982)
(Runtime: 188m. Distributor: COLUMBIA)

Richard Attenborough's production and Ben Kingsley's award-winning performance highlight this dramatic account of the spiritual leader who inspired nonviolent resistance to British rule in India. The film follows Gandhi's life from his fight against racial inequality in South Africa to his unsuccessful attempts to unite Hindu and Muslim factions into an independent India.

General Della Rovere (1959)
(Runtime: 137m. Distributor: HOLLYWOOD HOME)

The central character, Vittorio Bardone, is a swindler and opportunist from Naples who follows the German and Fascist retreat when his city is occupied by Allied troops. Arrested for his crimes, he agrees to impersonate the recently killed General Della Rovere. He comes to believe in his role and fights for the ideals of the Resistance.

Getting to Know Barbara (1988)
(Runtime: 12m. Distributor: CAROUSEL)

This segment from a *60 Minutes* production features Barbara Proctor, who was described by Ronald Reagan as an embodiment of America's "spirit of enterprise." It describes this black woman's rise from ghetto impoverishment to her position as head of a multimillion dollar advertising agency.

New
Great Commanders (1993)
(Runtime: 45m each. Distributor: AMBROSE VIDEO)

This series was produced by Channel 4 (Great Britain), in association with A&E, Ambrose Video, SBS (Australia), and Sovtelexport (Russia). Each one features a different military leader, i.e., Julius Caesar, Horatio Nelson, Georgi Zhukov, Ulysses S. Grant, Napoleon Bonaparte, and Alexander the Great.

Groupthink (Rev. ed.) (1991)
(Runtime: 22m. Distributor: CRM)

Even empowered team players are at risk of experiencing groupthink: the natural tendency to agree just for the sake of unity. Groupthink symptoms and solutions are analyzed against a backdrop of historical events including the Space Shuttle Challenger disaster, where groupthink so tragically influenced the decision to launch.

The Helping Hand (1984)
(Runtime: 58m. Distributor: PBS)

In this part of the *Walk Through the Twentieth Century* series, Bill Moyers examines how Franklin D. Roosevelt convinced Congress and led the country into his "New Deal."

High Impact Leadership: How to Be More Than a Manager (1990)
(Runtime: 76m, 59m, and 96m. Distributor: CAREERTRACK)

This three-tape series discusses leadership in terms of what motivates leaders and how leaders project personal power and achieve goals. It explores the self-mastery techniques effective leaders use. It also shows how leaders may empower their followers and use imagery and storytelling to sell their vision to others, and how leaders are responsible stewards of their resources. Mark Sanborn demonstrates how he thinks leaders foster change and tap creativity to liberate themselves and their people from patterns that hold them back.

New
Hoosiers (1986)
(Runtime: 115m. Distributor: HBO/CANNON)

Gene Hackman stars in this movie about a small, in-the-dumps, high-school basketball team that manages to make it to the state finals. It is a classic sports-movie plot but in this well-acted drama Hackman's character rings true and exemplifies the leadership power of inspiration and high expectations.

If I Can Do This I Can Do Anything (1986)
(Runtime: 30m. Distributor: CAPITAL)

The setting of this motivational film is the annual National Handicapped Skiing Championship, articulately hosted by Ted Kennedy, Jr., who himself lost a leg to cancer at age 12. Disabled skiers from around the world participate in this event, under the same conditions and on the same slopes as world-class skiers.

The Image Makers (1984)
(Runtime: 58m. Distributor: PBS)

In this segment of the *Walk Through the Twentieth Century* series, Bill Moyers examines the engineering of consent through mass communication. The growth of media provides an understanding of ways to manipulate images and influence popular opinion. Moyers presents the first "public-relations" campaign in 1914 and interviews the man who first coined the term.

In Remembrance of Martin (1986)
(Runtime: 60m. Distributor: PBS)
This remarkable documentary chronicles King's life through personal comments from family members, former classmates, close friends, and advisors. Archival footage documents King's early Civil Rights efforts, including the *I Have a Dream* address on the steps of the Lincoln Memorial. Later events in King's life and a brief synopsis of key Civil Rights decisions of the 1950s and 1960s are also included.

In Search of Excellence (1985)
(Runtime: 90m. Distributor: NEW COMM)
Based on the best-seller and featuring Tom Peters, this production emphasizes rising to individual excellence in business as well as in other spheres of life. It includes corporate examples of "excellence."

The Inside Track (1986)
(Runtime: 17m. Distributor: CALLY CURTIS)
Based upon a compilation of current writings and research, *The Inside Track* presents some of the common ways we hurt or help our own chances for happiness and success. Hosted by Meredith Baxter Birney and David Birney, the film walks us through common self-sabotaging habits, traits, and attitudes that limit our getting what we want out of life.

New
Intuition in Business (1993)
(Runtime: 30m and 90m. Distributor: THINKING ALOUD)
To remain competitive, organizations must learn to use intuition. In this two-part program, Dr. Weston Agor discusses ways in which organizations can learn to accommodate intuitive styles. He also provides examples of how intuition can be used in different business settings. In Part 2, he explores the exercises that cultivate intuition in people and organizations.

Joshua in a Box (1969)
(Runtime: 6m. Distributor: CRM)
This a short animated parable about freedom and control—and much else. A person imprisoned in a box eventually escapes—then becomes a box himself to control another creature.

Justice Black and the Bill of Rights (1969)
(Runtime: 32m. Distributor: PHOENIX)
Hugo Black, Associate Justice of the Supreme Court, is interviewed. Black has often been called the "court's philosopher."

The Koppel Report: The Blue X Conspiracy (1990)
(Runtime: 57m. Distributor: VIDEO PUB)
In December of 1989, Ted Koppel gave viewers an unprecedented look at decision making during an international crisis. Video Publishing House revised the original to create a crisis-management program for business in which viewers are guided through the stages of a crisis.

Le Grande Illusion (1937)
(Runtime: 111m. Distributor: TRAINING)
A French antiwar film that is also an inspiring evocation of camaraderie and courage in the face of adversity.

The Leader Within with Dr. Warren Bennis (1989)
(Runtime: 64m. Distributor: VIDEO PUB)
Bennis interviews three outstanding leaders to discover what actions and attitudes enable them to guide and inspire the people in their large, complex, and changing organizations.

Leaders of the 20th Century: Portraits in Power (1980)
(Runtime: 24m each. Distributor: CORONET/MTI)
This series of 26 films uses documentary footage to examine the use and misuse of power by a number of political figures of this century. The programs are available individually and include portraits of Churchill, DeGaulle, Adenauer, Kennedy, Franco, Roosevelt, Stalin, Gandhi, Hitler, Mao, and others.

Leadership (1990)
(Runtime: 120m. Distributor: VIDEO PUB)
John Kotter explains that leadership produces dramatic, adaptive change in order to thrive in the face of global competition and rapid change. Kotter uses interviews and dramatic vignettes to demonstrate the techniques and philosophies of a successful leader by comparing and contrasting them to the techniques of a successful manager.

The Leadership Alliance (1988)
(Runtime: 64m. Distributor: VIDEO PUB)
Tom Peters explores the subject of successful leadership by visiting four organizations: General Motors' Bay City components plant; Johnsonville Foods' sausage factory; Harley-Davidson's York motorcycle assembly plant; and the Julia B. Thayer High School. He explains successful leadership as a special kind of alliance between managers and workers that fully engages the talents and potential of everyone in the organization.

New
Leadership and the New Science (1993)
(Runtime: 23m. Distributor: CRM)
In this video based on the popular book of the same name, Dr. Margaret Wheatley suggests a new approach with which to break out of limited perspectives and see

chaos as a natural force for creating order. With insights into organizational life gleaned from such diverse fields as physics and biochemistry, she asks us to loosen the bonds of our own paradigms and consider other, more productive models for how we work with one another.

The Leadership Challenge (1989)
(Runtime: 26m. Distributor: CRM)

In 1987 James Kouzes and Barry Posner published a landmark book of the same name. This video is based on their findings and documents their premise that leadership can be found at all levels of the organization. It tells the stories of four manager/leaders from both the corporate and nonprofit sectors, and in the telling reveals the practices Kouzes and Posner believe are common to successful leaders: challenging the process, enabling others to act, modeling the way, inspiring a shared vision, and encouraging the heart.

The Leadership Edge (1987)
(Runtime: 15m. Distributor: SALENGER)

This video goes "behind the scenes" with seven high-performing managers, showing their individual leadership styles and ways of working with their group. The content of the video is its strong point—the scenes of "real" managers. However, the direction and production are not high caliber. It has abrupt transitions and the voiceover narrations are too dramatic in tone.

Leadership for the 1990s (1990)
(Runtime: Seven of various lengths. Distributor: RUTGERS)

This series of lectures was sponsored by the Leadership Conference Committee of the School of Business at Rutgers University. It features experts such as Peter Vaill and Tom Cronin on such subjects as leadership development, teamwork, and workplace diversity.

Leadership in the Senate (1990)
(Runtime: 59m. Distributor: PURDUE)

Using the conflict over the proposed nomination of John Tower as Secretary of Defense, the program looks at the various leadership roles in the U.S. Senate. A series of segments in which Senate leaders discuss the roles and strategies of leadership is also included.

Leadership: Maximizing People Potential (1986)
(Runtime: 51m. Distributor: AUDIO)

Learn how to lead by example, manage change, and build professionalism with Sheila Murray Bethel.

Leadership Skills for Women (1991)
(Runtime: 25m. Distributor: CRISP)

Based on the book by Marilyn Manning and Patricia Haddock, the video shows women how to use their strengths and talents to become the best leaders possible, both on the job and in their personal lives. It interviews women who have strong leadership skills in order to demonstrate how to build teams, motivate, plan, set goals, solve problems, coach, and counsel.

Leadership: Style or Circumstance (1974)
(Runtime: 28m. Distributor: CRM)

The relationship-oriented leader and the task-oriented leader are shown in action and their methods and results compared. Includes live footage and animation.

Leading a Service Team (1991)
(Runtime: 24m. Distributor: BLUE SKY)

This video follows the experiences of a team leader as she empowers herself and others, dramatically improving customer service and productivity. It suggests that teamwork in a service setting generates creative ideas for the workplace.

Leading the Way (1990)
(Runtime: 44m. Distributor: AMA)

Robert Gilbreath encourages managers to use vision, planning, and change in their departments in order to choose their future, be proactive, and "change by design, not by default." Gilbreath's four-part Change Map provides the tools to plan, communicate, and implement the change process.

Looking at Leadership (1982)
(Runtime: 35m each. Distributor: NAFWI)

The National Association of Financial Women International produced this five-part series. Each part includes a 35-minute videocassette focusing on a specific area of leadership, participant workbooks, and a leader's guide. The videos contain many interviews of women in executive-leadership roles. The series is primarily aimed at leaders within the volunteer setting but is appropriate for anyone desiring to increase his or her leadership skills.

Machiavelli on Political Power (1981)
(Runtime: 28m. Distributor: BARR)

This film prompts managers to analyze their own leadership style and assess its effects on their company's most valuable resource—its people. Presented is a fictional debate between Niccolo Machiavelli, author of *The Prince*, and three other men representing more humanistic views of politics and human nature.

New

A Major Malfunction: The Story Behind the Space Shuttle Challenger Disaster (1992)
(Runtime: 42m, 50m, and 60m. Distributor: RESEARCH FDN)

Poor leadership and decision-making led to the death of seven astronauts. This three-part video case study uses film clips from various investigations and interviews with key players to illustrate the organizational structure and dynamics which led to the disaster. It can be used in many ways, one of which is to prevent such widely held practices in your own organization.

A Man for All Seasons (1966)
(Runtime: 120m. Distributor: COLUMBIA)
This is a biographical drama concerning sixteenth-century Chancellor of England, Sir Thomas More, and his personal conflict with King Henry VIII. More chose to die rather than compromise his religious beliefs. The film is an exquisitely rich portrayal that received several academy awards.

New
The Man Who Planted Trees (1987)
(Runtime: 30m. Distributor: DIRECT CINEMA)
This award-winning animated version of Jean Giono's book is inspiring. It beautifully illustrates the importance of individual action on larger goals: the small wins that lead to big successes. It is the story of a widowed peasant who plants 100 trees a day for 30 years, even though he knows only a tenth will survive. His devotion to details and generosity of heart turns a wasteland into a living ecosystem.

Management and Leadership Skills for Women (1991)
(Runtime: 80m, 68m, and 96m. Distributor: CAREERTRACK)
These three videos deal with problems that women face as they climb the career ladder. Susan Dellinger builds on women's skills to motivate, delegate, build teams, hire team members, and move their people through change.

Martin Luther King, Jr.: From Montgomery to Memphis (1969)
(Runtime: 26m. Distributor: PHOENIX)
Surveys the career of Martin Luther King, Jr., and the nonviolent Civil Rights movement under his leadership—from the 1955-56 bus boycott in Montgomery to his assassination in Memphis.

Meeting the Challenge with Warren Bennis (1991)
(Runtime: 50m. Distributor: BARR)
Warren Bennis and Peter Drucker discuss business in today's rapidly changing world. In five ten-minute segments, their divergent philosophies combine to offer insights regarding the best ways to: "go global," motivate and maintain the "knowledge professional," and build teams.

New
Meetings, Bloody Meetings (1993)
(Runtime: 30m. Distributor: VIDEO ARTS)
This updated John Cleese video takes a humorous look at meetings that take too much of a manager's time and accomplish too little. It demonstrates, through whimsical drama, techniques for conducting meetings that are shorter and more productive.

The Missiles of October (1975)
(Runtime: 155m. Distributor: CORONET/MTI)
The Cuban missile crisis of October 16, 1962, is presented in this dramatic reenactment. The film follows the tensions and decisions faced by President John F. Kennedy during the 12-day period when the United States and the Soviet Union confronted each other with nuclear destruction.

More Bloody Meetings (1986)
(Runtime: 27m. Distributor: VIDEO ARTS)
This is a companion film to *Meetings, Bloody Meetings*. Where the original film concentrated on the mechanics of meetings, this film focuses on the human factor, including controlling aggression, keeping the group focused on the objective, and preventing dominant group members from overpowering the rest of the group. John Cleese stars.

Mr. Smith Goes to Washington (1939)
(Runtime: 130m. Distributor: COLUMBIA)
This Frank Capra film features James Stewart, Jean Arthur, and Claude Rains. Stewart stars as an idealistic young statesman who finds nothing but corruption when he takes his seat in the Senate. The film illustrates how leaders deal with ethical issues and adversity.

New Leadership Styles: Toward Human and Economic Development (1978)
(Runtime: 26m. Distributor: CINEMA)
Michael Maccoby introduces two corporate heads who illustrate his idea of humanistic approaches to management. One of the companies is production-oriented while the other is a service company. The president who is interviewed is very articulate in describing the humanistic organization. Both seem realistic about the limits of participative management.

A New Look at Motivation (1980)
(Runtime: 32m. Distributor: CRM)
David McClelland examines affiliation, power, and achievement needs and their relationship to leadership and the social environment of the organization.

Nixon: Checkers to Watergate (1976)
(Runtime: 20m. Distributor: PYRAMID)
From the heights of success to the depths of impending impeachment, this powerful visual survey highlights the triumphs and tragedies of Richard Nixon's life and career.

Norma Rae (1979)
(Runtime: 115m. Distributor: FILMS INC)
Portrays the life of a textile worker whose life is changed by the arrival of a union organizer. Norma eventually joins his cause and begins to exert strong leadership in her plant.

New
Nothing in Common (1986)
(Runtime: 119m. Distributor: HBO/CANNON)
Tom Hanks and Jackie Gleason star in this movie comedy that can be used as a business parable. It is about the conflict between work and family; it can also be used as an exploration of leadership styles.

The Parable of the Sadhu (1983)
(Runtime: 32m. Distributor: CORONET/MTI)
The first part of this film is a dramatization based on the article by Bowen McCoy in the *Harvard Business Review* depicting McCoy's Himalayan adventure. This sets the scene for a discussion of personal and corporate ethics with Arthur Miller, a panel of executives, theologians, business professors, and mountain climbers.

New
Paradigm Pioneers (1993)
(Runtime: 30m. Distributor: CHARTHOUSE)
In this third video of the *Discovering the Future* series, Joel Barker describes what paradigm pioneers do and why they are important. He shows how they help organizations develop new products and services, an increasingly essential characteristic of successful organizations.

A Passion for Excellence (1985)
(Runtime: 63 or 25m. Distributor: VIDEO PUB)
Tom Peters shows the areas of competence that determine excellence in the long-term: superior customer service, constant innovation, productivity through people, and inspired leadership.

Patton (1970)
(Runtime: 169m. Distributor: FILMS INC)
A panoramic portrait of General George S. Patton, the brilliant, unstable, and anachronistic World War II tactician.

Peak Performers: The New Heroes of American Business (Edited Version) (1986)
(Runtime: 21m. Distributor: CORONET/MTI)
Charles Garfield's intent in this video message is to inspire goal setting, team-building, high performance, and motivation in a very believable way. This entertaining piece shows how anyone can achieve extraordinary goals.

The Peter Hill Puzzle (1975)
(Runtime: 32m. Distributor: TRAINING)
A dramatization about a new corporate executive who attempts to overcome his predecessor's problems. A good portrayal of leadership style and situational variables.

Places in the Heart (1984)
(Runtime: 113m. Distributor: CBS/FOX)
The theme of emergent leadership characterizes this movie about a Texas widow and her extended family. Under her growing strength they work together to raise a successful cotton crop to save her farm during the Depression.

The Power Game (1988)
(Runtime: 60m each. Distributor: PBS)
This four-part series attempts to reveal the way the federal government actually operates on a daily basis. It documents the way Congress, the presidency, the Pentagon, embassies, and lobbying groups get and keep power. The four individual titles are *The Congress*, *The Pentagon*, *The Presidency*, and *The Unelected*.

New
The Power of Vision (1990)
(Runtime: 30m. Distributor: CHARTHOUSE)
Joel Barker, in the second video of the *Discovering the Future* series, shows why a positive vision of the future is essential for organizations and people who want to shape their own future.

Power Play (1978)
(Runtime: 109m. Distributor: CBS/FOX)
A bloody, action film about idealistic reformers of corrupt governments who create even worse havoc than dictatorships. Peter O'Toole plays Colonel Zeller, a morally corrupt tank commander who joins forces with the rebels to overthrow the government and who then performs atrocities in order to impede the *coup d'etat* leadership.

The Problem (1965)
(Runtime: 12m. Distributor: FILMS INC)
This is a Czech animated-puppet film about decision avoidance in bureaucracies. It questions the nature of responsibility and man's reaction to it.

Productivity and the Self-fulfilling Prophecy (1974)
(Runtime: 30m. Distributor: CRM)
From a bank failure to the achievement level of a child in school, circumstances are altered by expectation. Robert Rosenthal presents results of some of his 300 studies on the power of expectation in influencing human performance. This film takes one concept and explores it well, combining theory, philosophy, research, and examples.

New

The Quality Leader (1992)

(Runtime: 25m. Distributor: FILMS INC)

According to W. Edwards Deming, quality is leadership-driven. He describes the characteristics of a successful leader and defines leadership's role in achieving improved quality and productivity.

New

Rainbow War (1986)

(Runtime: 20m. Distributor: PYRAMID)

An animated short film which won several awards, *Rainbow War* can illustrate issues dealing with differences, whether cultural, racial, or other. Three kingdoms—Blue, Red, and Yellow—fight a colorful battle for supremacy but in the end all are winners. Confrontation is transformed into collaboration and the colors blend into the world's first rainbow.

New

Resilience (1993)

(Runtime: 17m. Distributor: MENTOR)

Daryl Conner, a specialist in change management, identifies five key characteristics that resilient people have in common: they are positive, focused, flexible, organized, and proactive. He also shows how to cultivate these qualities in yourself and your organization.

Robert K. Greenleaf: Servant-leader (1991)

(Runtime: 19m. Distributor: GREENLEAF CENTER)

This program introduces the viewer to Greenleaf and to the concept of servant-leadership. Biographical information about Greenleaf and Greenleaf's own commentary put the subject in historical context and apply it to modern life.

New

The Role of Intuition in Decision Making (1992)

(Runtime: 78m. Distributor: GLOBAL)

Learn how to develop your intuitive skills for productive use at both a personal and organizational level with Dr. Weston Agor. Executives from both the public and private sectors are shown using their intuitive skills in decision making and promoting the use of intuition throughout their organizations.

Running with Jesse (1989)

(Runtime: 60m. Distributor: PBS)

From the PBS *Frontline* series, this video chronicles Jesse Jackson's presidential campaign through the eyes of reporters who accompanied him, his supporters, and his detractors. Assesses the hope and hype that accompanied the campaign of this minority contender.

The Seduction of Joe Tynan (1979)

(Runtime: 104m. Distributor: MCA HOME)

Alan Alda portrays a liberal New York senator pursuing his political career while grappling with domestic problems. The script is literate, and the individual performances of Alda, Meryl Streep, and Barbara Harris are good, but the film is somewhat skimpy on drama.

New

Sex Bias in the Workplace (1990)

(Runtime: 24m. Distributor: CORONET/MTI)

This dramatization is more like a short feature film than a typical training video. It details the difficulties and frustrations career women often face and illustrates the roles men play (consciously and unconsciously) in hampering their advancement. Originally produced by WGBH, a PBS affiliate in Boston, as *May the Best Man Win*.

Situational Leadership (1977)

(Runtime: 16m. Distributor: PFEIFFER)

Paul Hersey explains his situational leadership theory for assessing group maturity and then selecting a leadership style. This is a clear but unimaginative presentation of the situational leadership model.

New

Speed, Simplicity, and Self-confidence: Jack Welch Talks with Warren Bennis (1993)

(Runtime: 30m. Distributor: VIDEO PUB)

Jack Welch, the iconoclastic CEO of General Electric, talks candidly with Warren Bennis about elements that translate directly into measurable improvement in performance. This film explores the concept and realities of boundaryless behavior.

New

Stand and Deliver (1988)

(Runtime: 105m. Distributor: WARNER HOME)

In this fact-based feature film, a high-school mathematics teacher takes a class of potential dropouts and transforms them in one year into kids who want to learn and who do learn—at year's end 18 class members are able to pass a tough advanced-placement calculus exam. The story provides a dramatic exposition of the teacher as leader.

New

Straight Talk on Teams Program (1992)

(Runtime: 23m each. Distributor: CORONET/MTI)

Building a Foundation for Powerful Teams, Recognizing Values, Managing Conflict, and *Getting the Most Out of Your Team* are the four titles in this video series. They are based on Allan Cox's book *Straight Talk for Monday Morning* and explore different aspects of team-building.

New
Survival Run (1979)
(Runtime: 12m. Distributor: PYRAMID)

Harry Cordellos, a blind marathon runner, and a sighted partner run the gruelling Dipsea course near San Francisco. This award-winning video shows a highly motivated team that overcomes seemingly insurmountable risks and difficulties to achieve their goal.

Take Me to Your Leaders (1990)
(Runtime: 47m. Distributor: PYRAMID)

This program follows several young people who are learning to lead in creative ways—ways that offer hope for the future. James Garner hosts this look at leadership in the making.

New
A Tale of "O": On Being Different (1993)
(Runtime: 18m and 27m. Distributor: GOODMEASURE)

The revised edition provides an objective, animated look at diversity (being different in any way). Rosabeth Moss Kanter and Barry Stein explore the human problem of what it's like to be the few among many by using Xs and Os in an abstract and therefore widely applicable way. By explaining the impact on people's performance in work groups, it makes points that can defuse conflict, promote mutual understanding, and prevent problems before they occur.

New
TD Industries: Servant-leadership in Business (1989)
(Runtime: 15m. Distributor: GREENLEAF CENTER)

For an example of a successful company's use of the servant-leadership concept, use this video case study. TD Industries is a Dallas-based company which has practiced servant-leadership for two decades. Both information and inspiration are provided in this overview.

New
Team Building: An Exercise in Leadership (1992)
(Runtime: 25m. Distributor: CRISP)

Based on the book by Robert Maddux, *Team Building* teaches managers how to transform a group into a team. Using real-world examples, it covers planning, organizing, motivating, controlling, goal setting, improving communication, building trust, and resolving conflict.

A Team Leader's Day (1990)
(Runtime: 32m. Distributor: BLUE SKY)

A 22-year veteran at a consumer products company learns to be the team leader of a self-managing team. This video says that you can learn how to empower a high-performance work team and also learn how to manage relationships with other teams.

Theory X and Theory Y: The Work of Douglas McGregor (1969)
(Runtime: 49m. Distributor: BNA)

This is a two-part series. Part 1, *Description of the Theory*, uses interviews and a brief vignette to compare the two styles of managing. Part 2, *Application of the Theory*, relates examples of Theory Y principles when applied to several management problems. McGregor's ideas are well presented without a lot of hype, but the film gets low marks for creativity.

The Thirty-second President (1984)
(Runtime: 58m. Distributor: PBS)

Part of the *Walk Through the Twentieth Century* series with Bill Moyers, this program examines the role of television in presidential advertising campaigns.

Together: Volunteer-to-volunteer Relationships (1989)
(Runtime: 38m. Distributor: ENERGIZE)

This is a videotape for the volunteer leader which portrays, through a simulated volunteer committee, the many issues involved in leading volunteer teams. A trainer's guide accompanies the video and includes recommendations on various ways to use the tape in training.

TR and His Times (1984)
(Runtime: 58m. Distributor: PBS)

In another program from the *Walk Through the Twentieth Century* series, Bill Moyers examines the presidency of Theodore Roosevelt with historian David McCullough. American optimism was high in 1900, but people still had doubts about America's role as a world superpower.

Triumph of the Will: The Arrival of Hitler (1934)
(Runtime: 115m. Distributor: INTERNAT'L)

Hitler's airplane soars through massive cloud formations en route to a party rally in Nuremburg. Cheering masses greet him at the airport and line the streets of Nuremburg as he rides past. The film was designed to appeal to the viewer's emotions through a powerful Wagnerian musical score and images that carry symbolic weight. The uncut version uses English subtitles.

New
Twelve Angry Men (1957)
(Runtime: 95m. Distributor: MGM)

This film depicts a classic courtroom drama of a hasty jury and one member who quietly makes the others consider their preemptive decision. It is a study of personal conviction and courage under heavy pressure. Henry Fonda stars as the informal leader who eventually sways the others to listen to reason.

Twelve O'Clock High (1949)

(Runtime: 132m. Distributor: FILMS INC)

This is a psychological drama that deals with the problems of an Air Force commander who must rebuild a bomber group whose shattered morale threatens the effectiveness of daylight bombing raids. An edited version (34 minutes) is now available, but the unedited version is worth the extra time.

Up the Organization (1973)

(Runtime: 24m. Distributor: TIME LIFE)

Robert Townsend, who wrote the book *Up The Organization* that outraged the business world, gives his very personal views on such topics as the chief executive, personnel department, management consultants, computers, and the public-relations department.

Valuing Diversity (1990)

(Runtime: Seven parts of various lengths. Distributor: GRIGGS)

This seven-part series explores different aspects of managing workplace diversity. For example, in Part Six, *Champions of Diversity*, key people in well-known organizations explain why they champion diversity and how they change themselves and their organizations to do the same.

New

Valuing Relationship (1993)

(Runtime: 30m each. Distributor: GRIGGS)

This three-part series identifies relationship as a kind of ecological system—an integrated living organism where no one part is as important as the whole and the dynamic relationship of the parts. It integrates science and the insight of human-resource management and organizational development. *Organizational Energy*, *Personal Patterns*, and *Interpersonal Synergy* are the three titles.

The Verdict (1982)

(Runtime: 129m. Distributor: MGM)

An explosive lawsuit presents an aging, small-time lawyer with a chance to redeem his once-promising career.

A Yen for Harmony (1977)

(Runtime: 26m. Distributor: CINEMA)

This is an investigation of Japanese management methods that affect productivity in organizations, including participatory management, consensus decision-making, and lifetime employment. The transplantation of these methods to Western society is also examined.

You (1980)

(Runtime: 4m. Distributor: CALLY CURTIS)

Combining the thought-provoking narration of William Schallert with a series of fascinating and humorous scenes of a baby exploring a roomful of "treasure," the film encourages viewers to recapture the good qualities they had as children and put them to use today.

New

You Got to Move (1985)

(Runtime: 87m. Distributor: ICARUS)

This is a documentary about the personal and social transformation that ordinary people cause when they dare to assume leadership roles. The people of Tennesee's famous Highlander Folk School are featured. They worked for union, civil, environmental, and women's rights in the South.

FILM AND VIDEO DISTRIBUTORS

AMA
AMA Video
American Management Association
P.O. Box 9119
Watertown, MA 02272-9119
(800) 225-3215
(617) 926-4600

AMBROSE VIDEO
Ambrose Video Publishing Co.
1290 Avenue of the Americas
New York, NY 10104
(212) 696-4545

ANNENBERG
Annenberg/CPB Collection
P.O. Box 2345
South Burlington, VT 05407-2345
(800) 532-7637

AUDIO
Audio Video Campus
7825 Fay Avenue
Suite 200
La Jolla, CA 92037
(619) 456-3535

BARR
Barr Films
12801 Schabarum Avenue
P.O. Box 7878
Irwindale, CA 91706-7878
(800) 234-7878

BLUE SKY
Blue Sky Productions Inc.
5918 Pulaski Avenue
Philadelphia, PA 19144
(215) 844-4444

BNA
BNA Communications, Inc.
9439 Key West Avenue
Rockville, MD 20850
(800) 233-6067

CALLY CURTIS
Cally Curtis
24 Rope Ferry Road
Waterford, CT 06386
(800) 522-2559

CAPITAL
Capital Communications
3807 Dickerson Road
Nashville, TN 37207
(800) 822-5678

CAREERTRACK
CareerTrack Publications
3085 Center Green Drive
P.O. Box 18778
Boulder, CO 80308-1778
(800) 334-1018

CAROUSEL
Carousel Films, Inc.
260 Fifth Avenue, Room 405
New York, NY 10001
(212) 683-1660

CBS/FOX
CBS/Fox Video
1330 Avenue of the Americas
New York, NY 10019
(212) 373-4800

CHARTHOUSE
Charthouse Learning Corporation
221 River Ridge Circle
Burnsville, MN 55337
(800) 328-3789
(612) 890-1800

CINEMA
Cinema Guild
1697 Broadway
Suite 506
New York, NY 10019
(212) 246-5522

COLUMBIA
Columbia Tri-Star Home Video
3400 Riverside Drive
Burbank, CA 91505
(818) 972-8686

CORONET/MTI
Coronet/MTI Film & Video
108 Wilmot Road
Deerfield, IL 60015
(800) 777-2400

CRISP
Crisp Publications Inc.
1200 Hamilton Court
Menlo Park, CA 94025-9600
(800) 442-7477

CRM
CRM Films
2215 Faraday Avenue
Carlsbad, CA 92008
(800) 421-0833

DIRECT CINEMA
Direct Cinema Limited
P.O. Box 10003
Santa Monica, CA 90410-9003
(800) 525-0000

ENERGIZE
Energize Associates
5450 Wissahickon Avenue
Philadelphia, PA 19144
(800) 395-9800
(215) 438-8342

FILMS INC
Films Incorporated
Film & Tape Division
5547 North Ravenswood Avenue
Chicago, IL 60640
(800) 323-4222

GLOBAL
Global Intuition Network
University of Texas–El Paso
P.O. Box 614
El Paso, TX 79968-0614
(Please write for details)

GOODMEASURE
Goodmeasure
One Memorial Drive, 16th Floor
Cambridge, MA 02142
(617) 621-3838

GREENLEAF CENTER
The Robert K. Greenleaf Center
1100 W. 42nd Street
Suite 321
Indianapolis, IN 46208
(317) 925-2677

GRIGGS
Griggs Productions
2046 Clement Street
San Francisco, CA 94121
(415) 668-4200

HBO/CANNON
HBO/Cannon Video
1114 Sixth Avenue
New York, NY 10036
(212) 512-7400

HOLLYWOOD HOME
Hollywood Home Theatre
Division of Budget DMF
1540 North Highland Avenue
Suite 110
Hollywood, CA 90028
(213) 466-0121

ICARUS
Icarus Films
153 Waverly Place
New York, NY 10014
(212) 727-1711

INTERNAT'L
International Historic Films
P.O. Box 29035
Chicago, IL 60629
(312) 927-2900

MCA HOME
MCA Home Entertainment
70 Universal City Plaza
Suite 435
Universal City, CA 91608
(818) 777-4300

MENTOR
Mentor Media
1929 Hillhurst Avenue
Los Angeles, CA 90027
(213) 667-1100

MGM
MGM Home Video, Inc.
2500 Broadway
Santa Monica, CA 90404
(310) 280-6000

NAFWI
National Association of Financial Women International
Educational Foundation
500 North Michigan Avenue
Suite 1400
Chicago, IL 60611-3796
(312) 661-1700

NEW COMM
New Comm Resource, Inc.
3921 North Meridian Street
Indianapolis, IN 46208-4011
(317) 924-5163

PBS
PBS Video
1320 Braddock Place
Alexandria, VA 22314
(800) 344-3337

PFEIFFER
Pfeiffer & Company
8517 Production Avenue
San Diego, CA 92121-2280
(800) 274-4434

PHOENIX
Phoenix Learning Group Inc.
2349 Chaffee Drive
St. Louis, MO 63146
(800) 221-1274

PRISM
Prism Entertainment
1888 Century Park East
Suite 350
Los Angeles, CA 90067-1731
(310) 277-3270

PURDUE
Purdue University
Public Affairs Video Archives
1000 Liberal Arts and Education Building
West Lafayette, IN 47907-1000
(317) 494-9630

PYRAMID
Pyramid Film & Video
P.O. Box 1048
Santa Monica, CA 90406-1048
(800) 421-2304

RESEARCH FDN
The Research Foundation of the State University of New York
c/o Mark Maier
School of Education and Human Development
Binghamton, NY 13902-6000
(607) 777-2841

RUTGERS
Rutgers University
School of Business
Janis H. Levin Building
Rockefeller Road
New Brunswick, NJ 08903
(908) 932-3600

SALENGER
Salenger Films
1635 12th Street
Santa Monica, CA 90404-9830
(800) 775-5025

THINKING ALOUD
Thinking Aloud Productions
2560 Ninth Street
Suite 123
Berkeley, CA 94710
(510) 548-4415

TIME LIFE
Time-Life Books, Music and Video
1450 East Parham Road
Richmond, VA 23280
(800) 621-7026

TOUCHSTONE
Touchstone Home Videos
500 South Buena Vista Street
Burbank, CA 91521
(818) 562-3883

TRAINING
The Training Edge
502 North Plum Grove Road
Palatine, IL 60067
(800) 292-4375

VIDEO ARTS
Video Arts Inc.
8614 West Catalpa Avenue
Chicago, IL 60656
(800) 553-0091

VIDEO PUB
Video Publishing House, Inc.
Four Woodfield Lake
930 N. National Parkway, Suite 505
Schaumburg, IL 60173-9921
(800) 824-8889
(708) 517-8744

WARNER HOME
Warner Home Video, Inc.
4000 Warner Boulevard
Burbank, CA 91522
(818) 954-6000

REFERENCE SOURCES FOR FILMS AND VIDEOS

Many of the following are directories that you can find in the reference section of your library. Some may located elsewhere and may even circulate. Ask your reference librarian if you need assistance. If it is still in print, you can also call the publisher to purchase it.

Award Winning Films: A Viewer's Reference to 2,700 Acclaimed Motion Pictures, 1993, Peter C. Mowrey
McFarland and Company
P.O. Box 611
Jefferson, NC 28640
Phone: (910) 246-4460
FAX: (910) 246-5018

This is a guide to movies that have received at least one major award or festival prize, from the silent era through 1990. Each entry provides country of origin, year of release, length, and format.

Bowker's Complete Video Directory 1993
R. R. Bowker Co.
Reed Reference Publishing
P.O. Box 31
121 Chanlon Road
New Providence, NJ 07974-9903
Phone: (800) 521-8110
FAX: (908) 665-6688

Over 85,000 videos are included in this three-volume reference set. A wide array of subjects and audiences are included.

Educational Film and Video Locator, 4th ed., 1991
R. R. Bowker Co.
Reed Reference Publishing
P.O. Box 31
121 Chanlon Road
New Providence, NJ 07974-9903
Phone: (800) 521-8110
FAX: (908) 665-6688

This is a compilation of film and video titles held by more than 50 major university film centers. Each film listed is briefly annotated and includes codes for the universities owning the film. Most university libraries and film centers will have this reference book. Many of the university centers listed here loan films to libraries and other organizations outside their region for a small rental fee.

Feature Films Available for Rental, Sale and Lease, 8th ed., 1985, James L. Limbacher, Editor
R. R. Bowker Co.
Reed Reference Publishing
P.O. Box 31
121 Chanlon Road
New Providence, NJ 07974-9903
Phone: (800) 521-8110
FAX: (908) 665-6688

This reference book contains a list of film companies and distributors for over 20,000 feature films and video cassettes in the United States and Canada. Although this work has not been updated, it is still useful for films prior to 1985 if your library has it.

Film and Video Finder, 3rd ed., 1991
National Information Center for Educational Media
Division of Access Innovations
P.O. Box 40130
Albuquerque, NM 87196
Phone: (505) 265 3591, (800) 468-3453

This is only one of NICEM's publications. They acquire and annotate information on nonprint media covering all levels of education and instruction, including college, professional, and adult education. Much of this information is also available for computer searching through an on-line computer file (*A-V Online* on DIALOG).

Films by Genre, 1993, Daniel Lopez
McFarland and Company
P.O. Box 611
Jefferson, NC 28640
Phone: (910) 246-4460
FAX: (910) 246-5018

Seven-hundred seventy-five categories, styles, trends and movements are defined, with a filmography for each. Each entry includes a brief description of the category, a list of movies that best exemplify the genre, and more.

The Five Hundred Best British & Foreign Films to Buy, Rent or Videotape, 1988, National Board of Review of Motion Pictures, Editors
William Morrow and Company
1350 Avenue of the Americas
New York, NY 10019
Phone: (212) 261-6500, (800) 843-9389

Halliwell's Film Guide 1994, 9th ed., 1993, John Walker, Editor
HarperCollins Publishers
10 East 53rd Street
New York, NY 10022
Phone: (212) 207-7000, (800) 242-7737

Halliwell provides his own reviews on more than 10,000 feature films and videos. Though brief, these reviews provide a realistic perspective to the film producers' puffery. The publisher varies from year to year.

Leonard Maltin's Movie & Video Guide 1994, Leonard Maltin
NAL-Dutton
Division of Penguin USA
375 Hudson Street
New York, NY 10014-3657
Phone: (212) 366-2000

The Movie List Book: A Reference Guide to Film Themes, Settings and Series, 1990, Richard B. Armstrong & Mary W. Armstrong
McFarland and Company
P.O. Box 611
Jefferson, NC 28640
Phone: (910) 246-4460
FAX: (910) 246-5018

This guide to movie themes and settings got excellent reviews for its comprehensive and detailed subject indexing. It is the book of choice for finding movies by topic.

Thompson-Mitchell and Associates (catalog)
3384 Peachtree Road
Atlanta, GA 30326
Phone: (404) 233-5435

This organization is a one-source distributor for a large number of training-film producers. Handles both sales and rentals.

Video Source Book, 15th ed., 1994
Gale Research, Inc.
835 Penobscot Building
Detroit, MI 48226-4094
Phone: (800) 347-4253, (800) 877-4253, (313) 961-2242

Lists over 50,000 video program titles representing the combined contents of almost 1,000 video catalogs. Many libraries and film centers will have this reference work.

OTHER RESOURCES

University Film/Video Collections. Many colleges and universities have extensive video and film collections which are accessible to the general public for rental. They often have catalogs of other universities' collections as well.

Public Library Film Collections. Many of the medium-to-large public libraries have surprisingly good collections. Often larger public libraries will have public preview sessions of management and business videos.

Video Rental Stores. This is a good source to get feature films to preview for possible course or classroom use. Some video stores have a computer-searchable database to help you identify videos on a topic.

RESOURCE PERSONS DIRECTORY

The 269 individuals listed here include all those who contributed courses or program material to the current edition, many past contributors, and other persons with a long-standing interest in leadership education. They completed a survey form in late 1993 and early 1994 describing their leadership interests and indicating the ways they would be willing to be available to others. All of the information in this section is completely updated and verified with each edition of this book.

Each entry includes name, address, and phone number. It also includes the following information when provided: FAX number, computer network address, leadership courses taught and programs administered, publications (limited to selected recent publications), research in progress, resource role, and current interests.

To locate people by subject or interest area use the Index in the back of the book. This will direct you to people whose interests match your own. To identify resource persons in your region, use the Geographic Index to Resource Persons that immediately follows the Alphabetical List. You are encouraged to call on members of this resource network to assist you in planning or improving programs and workshops. Many of them are available to run workshops, serve as speakers/panelists, or consult.

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ALPHABETICAL LIST OF RESOURCE PERSONS

ADAMS, BRUCE
7211 Exeter Road, Bethesda, MD 20814
Phone: (301) 652-4019, **FAX:** (301) 217-7989
Course(s) and Program(s): Leadership Principles & Practices is a graduate seminar at the University of Maryland which introduces future policy makers to leadership styles, communication, innovation, and collaborative problem solving through coursework, community-service projects, biographies, and private conferences. The John W. Macy, Jr., Leadership Seminar is an 11-week program of speakers, debates, mentorships, and community-service projects for high school students in the Montgomery County Public Schools.
Resource Role: Council member, Montgomery County Council.

AGOR, WESTON H.
Professor, University of Texas–El Paso, Masters in Public Administration Program, El Paso, TX 79968
Phone: (915) 747-5227, **FAX:** (915) 747-5111
Net Address: HY00@UTEP.BITNET
INTUDM-L@UTEPA.BITNET
Course(s) and Program(s): Administrative Theory and Leadership; Brain Skill Management; How to Lead Productively.
Publications: "Use intuitive intelligence to increase productivity," *HR Focus*, 1993; "Creativity: Taking advantage of intuition," *R&D Innovator*, 1993; "Intuition and strategic planning," in Maidment (Ed.), *Management, 1992-1993*, Dushkin, 1992; *Intuition in Decision Making: How to Assess, Use and Develop Your Intuitive Powers for Increased Productivity* (instrument), Global Intuition Network, 1992; *The Role of Intuition in Decision Making* (video), Global Intuition Network, 1992; *Intuition in Business* (video), Innerwork Videotapes; *Using Intuition Practically to Promote Organizational Change* (audiotape), World Future Society.
Research in Progress: The role of intuition in leadership and creativity.
Resource Role: Founder of Global Intuition Network; panelist; organizational consultant.
Interests: Promotion and research of intuition in leadership and creativity; publications of case illustrations of same; testing and assessment of brain skills and management styles; custom-designed training for use of intuition to solve problems, generate new ideas, manage crisis, assess future trends, cope with rapid change, and manage organizational learning.

ALLEY, REENE
Assistant Professor, Department of Educational Foundations and Leadership, College of Education, University of Akron, Akron, OH 44325-4206
Phone: (216) 972-7778, **FAX:** (216) 972-5636
Course(s) and Program(s): Advanced Principles of Educational Administration; Analysis of Behavior in an Organization.
Publications: "Behind the scenes: Principals set the stage for middle level performance," *Schools in the Middle: Theory into Practice*, 1993.
Research in Progress: Career development for females in educational administration; impact of educational reform on local school-district policy and leadership.
Resource Role: Panelist; consultant.
Interests: Development of teaching teams in middle schools; development of team-building materials for principals; teaching and supervising preprincipalship students.

ALLRED, SUSAN R.
Executive Vice President of Administrative Services, Forsyth Technical Community College, 2100 Silas Creek Parkway, Winston-Salem, NC 27103
Phone: (910) 723-0371 x369
Course(s) and Program(s): Community College Leadership Program.

ALPERT, EUGENE J.
Vice President for Academic Affairs, The Washington Center for Internships and Academic Seminars, 750 First Street, N.E., #650, Washington, DC 20002
Phone: (202) 336-7600, **FAX:** (202) 336-7609
Course(s) and Program(s): Washington center's leadership programs are designed to provide experiential learning through workshops, panel discussions, site visits, group discussions, seminars, simulations, and speaker presentations.
Publications: "Conventional wisdom: A television viewer's guide to the national political conventions," C-Span, 1992; "The responsibility of the representative," in J. H. Silbey, Ed., *Encyclopedia of the American Legislative System* (1994).
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Washington internship experiences and their relation to the development of leaders and leadership roles in public-policy arenas.

ANDERSON, SHARON ROE
Interim Director, Reflective Leadership Center, 301 19th Avenue South, Minneapolis, MN 55455
Phone: (612) 625-7377, **FAX:** (612) 625-6351
Course(s) and Program(s): The Reflective Leadership Center offers programs including Personal Leadership—historic and contemporary perspectives on character and leadership; Cooperative Leadership—explores the

phenomenon that lets 1+1=3 or 1+1=0; Organizational Leadership—pitfalls, structures, opportunities, and dead-ends; Leadership on Public Issues—the difference between manipulation and making things happen; Ethical Leadership—when two right ideas are in irreconcilable opposition; Visionary Leadership—cultivation of this essential quality in those who would be leaders; and many others.

Research in Progress: Innovation and change within a leadership framework; public leadership.

Resource Role: Panelist; speaker; information sharing; consultant.

Interests: The center aims to explore the nature of leadership; empower people and communities to construct, assess, and implement visions of a humane society; present diverse, multicultural images of leadership; and enable people from many backgrounds to develop leadership skills.

APPLEBY, R. NEAL

Director, Student Services, Syracuse University, School of Education, 270 Huntington Hall, Syracuse, NY 13244-2340

Phone: (315) 443-2526, **FAX:** (315) 443-5732

Net Address: RNAPPLEB@SUADMIN.BIT

Course(s) and Program(s): Leadership and Careers in Higher Education Administration is an organizational study on institutions of higher education, potential careers, and leadership positions. Students determine their individual interests and make plans for entry into desired positions.

Resource Role: Information-sharing; consultant.

APPLETON, JAMES R.

Office of the President, University of Redlands, 1200 East Colton, Redlands, CA 92373-0999

Phone: (909) 793-2121 x2350, **FAX:** (909) 793-2029

Course(s) and Program(s): Leaders—Are They Made or Born? is a course for entering freshmen.

ARNONE, MARIA

MSP Institute, Inc., 301 Caspian Street, Tampa, FL 33606

Phone: (813) 254-9668, **FAX:** (813) 251-0079

Course(s) and Program(s): Leadership Development for Executives.

Publications: (Coauthor) "Management development: Choosing the right leadership simulation for the task." *Journal of Management Education*, 1992.

Research in Progress: The effect of radical organizational change on individual mid- to senior-level managers who remain with changing organizations in the financial services industry.

Resource Role: Panelist; speaker; information-sharing; consultant.

ARTMAN, RICHARD B.

Vice-President, Student Affairs, Nebraska Wesleyan University, 5000 St. Paul Avenue, Lincoln, NE 68504

Phone: (402) 465-2153, **FAX:** (402) 465-2179

Net Address: rba@NebrWesleyan.edu.

Course(s) and Program(s): Creative Leadership is a course in the Speech and Theatre Department using lectures, simulations, case studies, videos, self-assessments, and field experiences to explore leadership theory, skills, and organizational behavior. Also, Introduction to Leadership; Lead Retreat.

Resource Role: Panelist; speaker; information-sharing; consultant to colleges.

AUSTIN, BRIAN M.

Associate Professor of Psychology and Director of the Kelly Center, Fort Hays State University, Hays, KS 67601

Phone: (913) 628-4401, **FAX:** (913) 628-4412

Course(s) and Program(s): Introduction to Leadership Concepts.

Resource Role: Consultant; assessment services.

Interests: Workshops for student leaders, educators, and mid-career professionals.

AVOLIO, BRUCE J.

Director, Kellogg Leadership Program, State University of New York–Binghamton, School of Management, Binghamton, NY 13902

Phone: (607) 777-4181, **FAX:** (607) 777-4188

Net Address: Bitnet: LEAD3@BINGVMB

Course(s) and Program(s): Kellogg Leadership Program includes these graduate courses: Introductory and Advanced Human Resource Management; Organizational Behavior; Organizations—A Life-Span Approach; Small Groups and Team Behavior, Work—A Life Cycles Approach; Organizational Systems and Theory; Leadership and Supervision; Women and Men in Management. Full Range Leadership Development is a comprehensive training program for organizational managers and employees, including The Basic Workshop, a three-day introduction to leadership styles through videotape, case studies, individual and team exercises, and feedback; The Three-Month Interval where participants practice new skills and continue reading assignments; and The Advanced Workshop, a three-day review of the success-to-date of participants.

Publications: (Coauthor) "Individualized consideration is more than consideration for the individual when viewed at multiple levels of analysis," accepted for publication in *Leadership Quarterly*, 1994; "The natural: The development of transformational leaders," *Public Administration Quarterly*, 1993; (coauthor) "Predicting consolidated unit performance: Leadership behavior, locus of control and support for innovation," *Journal of Applied Psychology*, 1993; (coauthor) "Transformational leadership and organizational culture." *Public Administration Quarterly*, 1993; (coauthor) "The effects of leadership behavior and leader-follower personality congruence on predicting follower satisfaction and consolidated unit performance." in Clark, Clark, & Campbell (Eds.), *Impact of Leadership*, 1992; additional books, articles, and papers; editor functions for numerous journals.

Research in Progress: (Coauthor) *Transforming Educational Systems Teams* (TEST), proposal submitted to the Danforth Foundation; (coauthor) *Cross-Generations: A Full Range Leadership Development Program*, Dwight D. Eisenhower Leadership Development Program Grant; (codirector) *Transformational Leadership Training of Community Leaders: Promoting Community Development through Effective Leadership*, a three-year project funded by the Kellogg Foundation, 1990; linking transformational/charismatic leadership to lifespan and moral development; exploration of how various leadership styles impact in a group decision support system environment on team and individual performance; application of the model of leadership and measures previously tested to high-performance team development.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Executive development; human-resource management; leadership; organizational behavior.

BASS, BERNARD

Director, Center for Leadership Studies, State University of New York–Binghamton, P.O. Box 6000, Binghamton, NY 13901

Phone: (607) 777-3007, **FAX:** (607) 777-4188

Net Address: BG1584@BINGVMB

Course(s) and Program(s): Center for Leadership Studies; basic and advanced workshops on full range of transformational leadership skills, using cases, videotapes, readings, discussions, and feedback from the *Multifactor Leadership Questionnaire*.

Publications: (Coauthor) "Individualized consideration is more than consideration for the individual when viewed at multiple levels of analysis," accepted for publication in *Leadership Quarterly*, 1994; *Improving Organizations Through Transformational Leadership*, Sage, 1993; (coeditor) *Bass & Stogdill Handbook of Leadership Theory: Theory, Research and Managerial Applications*, 3rd ed., Free Press, 1990; Founding Editor and Executive Editor of the *Leadership Quarterly*; consulting editorships for various journals, books, articles, chapters, reviews, and monographs.

Research in Progress: Transformational leadership training; community development through effective leadership; retrospective/prospective view of leadership development, emergence, and performance; male-female differences in transformational leadership; joint programs in transformational leadership for experienced managers and inexperienced college students.

Resource Role: Panelist; speaker; information sharing; consultant; workshops in North America, Europe, and elsewhere.

Interests: Transformational leadership; international management.

BASSETT, LOIS R.

Leading Edge Consultants, 720 South 333rd Street, Suite 208, Federal Way, WA 98003-6339

Phone: (206) 838-9470, **FAX:** (206) 838-9486

Resource Role: Panelist; speaker; information-sharing; consultant; training for individuals and organizations in the areas of education, team development, leadership development, boards of directors, and volunteerism.

BAUM, EDWARD

Department of Political Science, Ohio University, Athens, OH 45701-2979

Phone: (614) 593-1334, **FAX:** (614) 593-0394

Net Address: BAUM@OUACCVMB.BITNET or BAUM@OUVAXA.CATS.OHIOU.EDU

Course(s) and Program(s): Management Skills for Public Administrators includes creative problem solving, leadership, conflict management, stress management, and communicating supportively.

Resource Role: Panelist; information-sharing.

Interests: Examination of the Army ROTC Leadership Assessment Program.

BEARDSLEY, STEPHANIE

Director of Residence Halls, University of California–Davis, c/o Student Housing–UCD, Davis, CA 95616

Phone: (916) 752-2491, **FAX:** (916) 752-4345

Net Address: sabeardsley@ucdavis.edu

Course(s) and Program(s): Supervision of residence-hall system, which includes educational efforts aimed at student and leadership development.

Resource Role: Panelist; speaker; information-sharing.

BEAVEN, MARY H.

College of Business Administration, Fairleigh Dickinson University, The Castle, Rutherford, NJ 07070

Phone: (201) 460-5147

Course(s) and Program(s): New program integrates leadership skills into the college's new 150-hour accounting program. Two- and three-day seminars are held at corporate locations and are led by corporate trainers, managers, or partners. Participating firms include Coopers & Lybrand, Deloitte & Touche, KPMG, Arthur Andersen, Price Waterhouse, CPC, and J & J. Seminar titles are Self-development and Communication Skills; Small Group Dynamics and Communication Skills; Project Management and Communication Skills; Leadership Skills at the Supervisory Level; Communication Skills. Other courses include Power and Politics in

Organizations; Self-development—Interpersonal, Presentational and Leadership Skills for Accountants.
Research in Progress: Leadership issues, global warming, and risk communication; post-disaster recovery and leadership in work and community settings.
Resource Role: Panelist; speaker; information-sharing; consultant.

BENNETT, DIANE T.
Executive Director, Center for Educational Leadership, Inc., 200 South Fifth Street, Louisville, KY 40202
Phone: (502) 561-5230, **FAX:** (502) 561-5224
Course(s) and Program(s): CEL Teacher Leaders program inspires teachers to stay actively engaged in teaching. CEL Student Leaders program encourages students to return to the Greater Louisville area when they start their careers.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Leadership-development program for K-12 teachers in public, private, and parochial schools; leadership development for sophomores from public, private, and parochial high schools.

BERGHER, KAREN
Cuesta College, P.O. Box 8106, Highway 1, San Luis Obispo, CA 93403
Phone: (805) 546-3289
Course(s) and Program(s): Leadership.

BERRY, NANCY L.
President, The Firethorn Institution, 14333 Preston Road #1502, Dallas, TX 75240
Phone: (214) 490-4177, **FAX:** (214) 490-9178
Publications: *The Firethorn Quarterly*, "a conversation about making democracy work," which offers subjects as conversation starters and asks readers to contribute articles in response.

BERTE, NEAL R.
President, Birmingham-Southern College, BSC A-2, 900 Arkadelphia Road, Birmingham, AL 35254
Phone: (205) 226-4620, **FAX:** (205) 226-4627
Course(s) and Program(s): Comparative Elite Behavior; Leadership Studies—An Administrative Internship; Center for Leadership Studies.
Research in Progress: Leader as servant; the role of the leader in institutional change.
Resource Role: Panelist; speaker; information-sharing.

BIRMINGHAM, CATHY
Associate Director for the University Union for Leadership Development, The Leadership Center, University of North Carolina–Wilmington, Wilmington, NC 28403-3297
Phone: (919) 395-3877, **FAX:** (919) 350-3915
Course(s) and Program(s): The Leadership Center offers 12 programs including Black Student Leadership Network; Discover Outdoor Learning; Emerge; Leadership and Group Dynamics; Leadership in Higher Education.
Research in Progress: Use of a student organization's environment scale as pre- and post-test to study impact of a new organizational leadership-development program called Creating Excellent Organizations.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Outdoor education to develop leadership and build teams.

BISESE, STEVE
Vice President for Student Affairs, Georgetown College, 400 East College Avenue, Georgetown, KY 40324-1696
Phone: (502) 863-8007
Course(s) and Program(s): Student Development Theory and Its Application to Residential Life is a for-credit course designed for newly selected resident assistants.

BLACK, LAURA F.
Assistant Director, University Student Center, North Carolina State University, Campus Box 7306, Raleigh, NC 27695-7306
Phone: (919) 515-2452, **FAX:** (919) 515-7473
Course(s) and Program(s): North Carolina State University Leadership Development Series.
Research in Progress: Development of an instrument to assess current students in the NCSU Leadership Development Series; development of an instrument to assess alumni and the program's impact on their real-world experiences.
Resource Role: Panelist; speaker; consultant.
Interests: Leadership styles involving black/white issues; self-esteem; empowerment of self and others.

BLAIR, NANCY
Cardinal Stritch College, 6801 North Yates Road, Milwaukee, WI 53217
Phone: (414) 352-5400, **FAX:** (414) 351-7516
Course(s) and Program(s): Master of Science in educational leadership degrees are directed toward public-, private-, and parochial-school administrators and staff developers. The Academy for School Transformation is a leadership-development program offered in schools and school districts throughout Wisconsin.
Research in Progress: Schools and site-level transformation efforts.
Resource Role: Panelist; speaker; consultant.
Interests: School transformation; school change.

BOATMAN, SARA A.

Associate Professor and Chair, Department of Communication and Theatre Arts, Nebraska Wesleyan University, 5000 St. Paul, Lincoln, NE 68504

Phone: (402) 465-2388, **FAX:** (402) 465-2179

Course(s) and Program(s): Communication and Leadership examines the relationship of leadership to communication, with emphasis on leadership styles, gender issues, influence and empowerment, and communication skills.

Publications: *Supporting Student Leadership*, NACA Educational Foundation, 1992; (coauthor) "The ethical dimension of leadership," *Campus Activities Programming*, 1992; "Potential and impact: Assessment and validation in leadership development," *Profile*, 1991.

Research in Progress: Leadership-development and training models; empowerment in the classroom; impact of collaborative learning strategies on leadership development.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Creation of an interdisciplinary, service-based, campus-wide program model for leadership-development initiatives; curricular and cocurricular partnership of leadership development; internships, student employment, and volunteer involvement as leadership-development experiences.

BOGUE, E. GRADY

Professor, Department of Educational Leadership, University of Tennessee, Knoxville, TN 37996

Phone: (615) 974-2216, **FAX:** (615) 974-6146

Course(s) and Program(s): Seminar in Leadership Theory; Issues in Higher Education Leadership; doctoral program for the preparation of leaders in higher education.

Publications: *Leadership by Design*, Jossey-Bass, 1994; *The Evidence for Quality*, Jossey-Bass, 1992.

Research in Progress: Evaluation of regional accreditation criteria for institutional effectiveness; incentive policies for productivity improvements; state accountability policies.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Performance incentives; quality assurance.

BOKOR, CHUCK

Rural Leadership Consultant, Rural Organizations and Services, Ontario Ministry of Agriculture and Food, P.O. Box 1030, Guelph, Ontario, CANADA N1H 6N1

Phone: (519) 767-3542, **FAX:** (519) 824-6941

Publications: The *Core Curriculum of Leadership* is a loose-leaf notebook developed from a strategic plan to provide relevant resources on areas of leadership skills and knowledge.

BONNEAU, GILLES A.

Institut de l'ARC, 4540 Chemin de la Riviere, C.P. 97, Laterriere, Quebec G0V 1K0, CANADA

Phone: (418) 545-5065, **FAX:** (418) 545-5011

Course(s) and Program(s): Creativite et Resolution de Probleme, a facilitating training experience for teachers and other leaders.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Creativity as a way to improve community and social well-being.

BOOTHBY, NEIL

Director, The Hart Leadership Program, Duke University, Terry Sanford Institute of Public Policy, Box 10248, Duke Station, Durham, NC 27708-0248

Phone: (919) 684-4481, **FAX:** (919) 681-8288

Course(s) and Program(s): Insight and Responsibility—Education for Leadership; Leadership, Policy and Change; Duke University Leadership Program.

Publications: *War and Refugee Children*, Oxford University Press (in progress); "Voices from ex-Yugoslavia," *The Peace Psychology Bulletin*, 1993; "Care and protection of unaccompanied children: Mozambique's effort to link grassroots network of volunteers to a national program," *African Journal of Social Development*, 1993.

Research in Progress: Research on the intersection of leadership skills and humanitarian assistance in the international, post-cold war arena; multiyear study on leadership and poverty, with an historical approach.

Resource Role: Panelist; consultant.

Interests: Unaccompanied Children in Exile, a project to reunify unaccompanied children with their families in the former Yugoslavia; SATARI—Southern African Training and Research Initiative, administered with Save the Children.

BOOTHE, DAVID

Ohio State University, P.O. Box 958, Jackson, OH 45640

Phone: (614) 286-2177, **FAX:** (614) 286-1578

Course(s) and Program(s): Project Excel is a comprehensive personal-development program for existing and emerging community-elected and appointed leaders in Ohio's local communities. Courses include: Social Styles and their Impact on Effective Public Leadership; Public Decision Making—A Leadership Model; Fundamentals of Negotiating; Values and Ethics in Management and Leadership; Challenge by Choice; The Tough Job of Creating a Vision; Common Leaders—In Profile; Excellence in the Public Sector; Building Better Teams; Recruiting and Empowering Volunteers; Motivating Public Employees; Conflict Resolution; and others. The Ohio Assessment Center for the Position of County Commissioner is a two-day workshop teaching competencies and providing feedback.

Publications: *Assessment Center Manual for Ohio County Commissioners; Guidelines for Adaptation*, 1994; *Leadership: Sustaining Extension Community & Organizational Issues*, 1993.
Research in Progress: Use of assessment centers in public-leader development.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Elected/appointed public-leadership assessment and training.

BRENEGAR, EDWIN R., III
Jennings Randolph Leaders Program, Davis & Elkins College, 100 Sycamore Street, Elkins, WV 26241
Phone: (304) 636-1900 x217, **FAX:** (304) 637-6515
Course(s) and Program(s): Personal Development for Leadership provides a Christian perspective, focusing on individual personal growth for leadership on campus, in communities, organizations, and society. Also, The Ethics and Practices of Leadership; The Jennings Randolph Leaders Program.
Publications: "The community of leadership: The moral transformation of leadership from a cult of the individual to collegial practice," (unpublished); "Created to lead: The *Imago Dei* and human fulfillment," (unpublished).
Research in Progress: Equipping students with leadership skills and values through an academic course in human development, personal motivation, visualization of the effect of performance on peers, and strength of people skills.
Resource Role: Panelist; speaker; information-sharing; consultant; assistance in organizing conferences.
Interests: Strengthening leadership within campus organizations as a means to continued transformation of campus community life to one centered in service; working with an entire organization as a community of leaders, each with the ability and interest to provide effective leadership for the whole.

BROSS, JAMES
Director, LEAP Program, Central Wesleyan College, Box 497, Central, SC 29630
Phone: (803) 639-2453, **FAX:** (803) 639-0826
Course(s) and Program(s): The LEAP Program leads to a Master of Arts in Christian ministries. Courses include Leadership in the Church, which develops pastors as leaders and trainers of leaders by teaching leadership styles and management skills for staff, congregation, and denomination in the context of the twentieth century evangelical church.

BROWN, ANDREW J.
Executive Director, Princeton Center for Leadership Training, 997 Lenox Drive, Suite 304, Lawrenceville, NJ 08648-2317
Phone: (609) 844-1040, **FAX:** (609) 844-1011
Course(s) and Program(s): Middle School Team Mentoring involves three-person teams consisting of a teacher, a college student, and a community adult to serve as role models and perform community-service projects with young adolescents. The Peer Group Connection is a daily, for-credit high school course which trains older students to serve as mentors who encourage younger students to become more involved in school. Campus Connection provides role models for first-year college students and provides a forum for teaching decision-making skills regarding conduct and values. Master Teacher Trainers is an advanced-training course in interpersonal skills, group dynamics, and team mentoring. Gesher L'Kesher trains Jewish high school juniors and seniors to mentor younger students and build bridges connecting them to their heritage and to other Jewish youth.
Interests: Leadership development for high school students and educators; ethnic and gender leadership development.

BROWN, F. WILLIAM
Associate Professor of Agricultural Leadership, Education and Communication, University of Nebraska–Lincoln, 307 Agricultural Hall, East Campus, Lincoln, NE 68583-0709
Phone: (402) 472-8736, **FAX:** (402) 472-5863
Course(s) and Program(s): Dynamics of Leadership in Organizations is an undergraduate course for those with no experience in leadership. It focuses on the dynamic interactions of personal characteristics, technical skills, interpersonal influence, commitment, goals, situational variables, and power necessary for both leader and follower effectiveness in the complex organizations which typify modern society and commerce.
Publications: (Coauthor) "The use of participation in decision making: A consideration of the Vroom-Yetton and Vroom-Jago normative models," *Journal of Behavioral Decision Making*, 1993; (coauthor) "A field study of the effect of writing style on compliance with instructions," *The Journal of Technical Writing and Communication*, 1993; (coauthor) "Procedural justice explanations and employee reactions to economic hardship: A field experiment," *Academy of Management Best Papers Proceedings*, 1993.
Research in Progress: Procedural-justice explanations and organizational policy; psychological type and influence style; dissonance between perceptions of competency and effectiveness—the role of psychological type; leadership education in secondary schools.
Resource Role: Panelist; speaker; consultant; management training.
Interests: Teaching and development of undergraduate and graduate leadership courses and programs.

BROWN, ROOSEVELT

Director of the LEAD Center and Assistant Dean of Students, State University of New York–Oswego, 214 Hewitt Union, Route 104W, Oswego, NY 13126

Phone: (315) 341-3203, **FAX:** (315) 341-2924

Course(s) and Program(s): SUNY–Oswego Leadership and Development Series; Strengthening Leaders for a Better Tomorrow; Seminar in Leadership; annual ALANA (African, Latino, Asian, Native American) Student Leadership Conference.

Publications: "Roosevelt Brown, Jr. Whiffleball Theory on Leadership," *Image: The Scholar's Release*, 1991.

Research in Progress: Leadership/Diversity: How can one be a leader while being inclusive of all ethnic backgrounds? Leadership: Do you have what it takes?

Resource Role: Panelist; speaker; information-sharing; experiential-based consultant.

Interests: Systematic organized structures, such as communities, educational institutions, and governments; challenging people to deviate from comfortable environments, overcome fear of change, ignore social distractions, and feel the heat of transition.

BRUNGARDT, CURT

Director of Leadership Studies, Fort Hays State University, 600 Park Street, Hays, KS 67601

Phone: (913) 628-4303, **FAX:** (913) 628-4087

Course(s) and Program(s): Leadership Studies is a four-year interdisciplinary program.

Publications: (Coeditor) *The Kansas Directory of Leadership Education: 1993-94*, KRDC, 1993.

Research in Progress: Assessment of the impact of leadership education in Kansas; experiential programming; program assessment.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Development of a professional association for Kansas leadership educators; experiential programming for undergraduates; general leadership programming; programming assessment of evaluation systems.

BUCCI, FRANK A.

Professor, College of Graduate Studies, Kutztown University, Kutztown, PA 19530

Phone: (215) 683-4204

Course(s) and Program(s): Graduate Seminar on Leadership in Student Affairs.

Resource Role: Information-sharing; consultant.

BULL, BERNARD F.

Carson-Newman College, Box 71925, Jefferson City, TN 37760

Phone: (615) 471-3319, **FAX:** (615) 475-3502

Course(s) and Program(s): Teacher as Leader course teaches skills, including agenda, time management, stress reduction, decision making, personality, and courage to act. Students do a portfolio with a five-year plan, emphasizing goal setting, leadership skills, and professional development.

Resource Role: Panelist; speaker; information-sharing.

Interests: Stress management; time management.

BUSKO, JOAN

Kenan-Flagler Business School, University of North Carolina–Chapel Hill, Chapel Hill, NC 27599-3490

Phone: (919) 962-3234

Course(s) and Program(s): Leadership Challenges in a Diverse Workforce.

CAMPBELL, RICHARD

Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300

Phone: (910) 288-7210, **FAX:** (910) 288-3999

Publications: (Coauthor) "Potency in groups: Articulating a construct," *British Journal of Social Psychology*, 1993; "HR development strategies," in K. N. Wexley (Ed.), *Developing Human Resources*, Bureau of National Affairs, 1991.

Research in Progress: Selection of executives and performance of high-tech teams; a model of team effectiveness emphasizing contextual factors rather than process variables; causal relationships between contextual variables, potency, and team effectiveness; expansion of the team effectiveness model to specify how effective leaders create conditions (context) that enhance team performance and directly influence the motivation (potency) and commitment of team members.

Resource Role: Speaker; information-sharing; consultant.

CANNON, JEFF

Director, Undergraduate Program, Kenan-Flagler Business School, University of North Carolina–Chapel Hill, Box 3490, Carroll Hall, Chapel Hill, NC 27599-3490

Phone: (919) 962-3027, **FAX:** (919) 962-0054

Net Address: CANNONJ.BSACDI@MHS.UNC.EDU

Interests: Development of leadership courses for undergraduate business students.

CANNON, SHARON

Director of Leadership and Orientation Programs, Greensboro College, 815 West Market Street, Box 182, Greensboro, NC 27401

Phone: (910) 272-7102 x248, **FAX:** (910) 271-6634

Course(s) and Program(s): Leadership and Orientation Programs include Student Organization Skills Series; Triad Leadership Coalition; Cocurricular Portfolio; Freshman Connection; Emerging Leaders. Greensboro College maintains a Leadership Resource Library.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: 1992-1993 Chairperson of North Carolina College Personnel Association Leadership Consortium;

development of leadership programs at small colleges; development of cocurricular transcripts; writing grants for leadership-program funding.

CAROSELLI, MARLENE

Center for Professional Development, Suite 68, 324 Latona Road, Rochester, NY 14626
Phone: (716) 227-6512
Course(s) and Program(s): The Quality Leader explores leadership traits, behaviors, and styles and the relationship between power and leadership. Also, The Language of Leadership.
Publications: *Fifty Activities for Quality Leadership*, HRD Press, 1993.
Research in Progress: Common leadership traits of women who have demonstrated leadership and have moved beyond their prescribed roles.
Resource Role: Panelist; speaker; information-sharing; workshop/seminar leader.
Interests: Writing a book describing those who are driven to accomplish and are, subsequently, considered leaders; interviewing leaders for research purposes; leadership at all levels of an organization; motivation to develop and apply leadership potential.

CASEY, ROGER N.

Assistant Professor, Birmingham-Southern College, Box A-28, Birmingham, AL 35254
Phone: (205) 226-4868, **FAX:** (205) 226-4627
Net Address: bsc.edu!rcasey%gateway@uunet.uu.net
Course(s) and Program(s): Leadership Studies—Theory and Practice, a core course for students pursuing a certificate in Leadership Studies, examines the history and theory of leadership and its application to contemporary settings, both factual and fictional. Leadership in Liberal Arts examines current debates in higher education, and the roles of the student and the college, by creating theoretical and practical models of a liberal-arts college for a final project.
Research in Progress: Empowering students to accept responsibility for their higher education; promoting faculty through teaching practices and curricular development to share ownership of the academic process with students.
Resource Role: Panelist; speaker; information-sharing; consultant; workshops for secondary and college teachers on student empowerment through active learning.
Interests: Faculty-student collaboration.

CHAMBERS, GLEN A.

Counselor, Catonsville Community College, 800 South Rolling Road, Catonsville, MD 21228
Phone: (410) 455-4725, **FAX:** (410) 455-4411
Net Address: aagc@catcc.bitnet
Course(s) and Program(s): Honors Seminar in Leadership Issues develops analytic skills, using lectures by research experts, local political, business, religious, and educational leaders, written analysis, and BITNET communication with students in Japan to explore cultural aspects of leadership. Also, Leadership in Small Groups; Campus Student Groups Leadership Development.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Conflict resolution; community college student leadership development; student government; problem solving; delegating; communication; multicultural awareness; time management; leadership training for men.

CHILDS, GEOFFREY

Pinnacle/LTD, P.O. Box 701, Camden, ME 04843
Phone: (207) 236-9400, **FAX:** (207) 236-0722
Course(s) and Program(s): Pinnacle/LTD offers action-learning courses to develop high-performing teams and team leaders. Team Challenge is a one-day team program using outdoor, short-cycle problem-solving events to provide a systems model for effective team process. Team Leadership is a three-day team or individual program using a blend of diagnostic assessment and outdoor activities to improve leadership behavior. Executive leadership is a five-day team program incorporating diagnostic leadership assessment, outdoor activities, and critical problem solving to develop executive team skills and leadership effectiveness.

CIULLA, JOANNE

Associate Professor of Leadership Studies, Coston Chair in Ethics & Leadership, Jepson School of Leadership Studies, University of Richmond, VA 23173
Phone: (804) 287-6083, **FAX:** (804) 287-6062
Net Address: CIULLA@URVAX.URICH.EDU
Course(s) and Program(s): Two-year leadership program for juniors and seniors; Ethics and Leadership; Critical Thinking and Methods of Inquiry.
Publications: "Leadership in an ethically chaotic world," *MBA Newsletter*, 1992; "Breathing new life into a corporate code of ethics," *Business Ethics in a New Europe*, 1992; "Business ethics as moral imagination," in *Business Ethics: The State of the Art*, Oxford University Press, 1991; (coeditor) "Six business cases for leaders," *The Ethics of Business in a Global Economy*, 1993.
Research in Progress: Business ethics; study of ethics and leadership.
Resource Role: Speaker; consultant.

CLARK, KENNETH E.

Unit 702, The Esplanade, 4551 Gulfshore Boulevard North, Naples, FL 33940
Phone: (813) 263-8967, **FAX:** (813) 263-8967
Publications: (Coauthor) *Choosing to Lead*, Leadership

Press, 1994; (coeditor) *Impact of Leadership*, Center for Creative Leadership, 1992.

CLARK, MIRIAM B.
Unit 702, The Esplanade, 4551 Gulfshore Boulevard North, Naples, FL 33940
Phone: (813) 263-8967, **FAX:** (813) 263-8967
Publications: (Coauthor) *Choosing to Lead*, Leadership Press, 1994; (coeditor) *Impact of Leadership*, Center for Creative Leadership, 1992.
Resource Role: Panelist; speaker; consultant.

CLEMENTS, MICHAEL TAYLOR
Associate Director, Student Activities, University of Redlands, 1200 East Colton, Box 3080, Redlands, CA 92373
Phone: (909) 793-2121 x2350, **FAX:** (909) 793-2029
Course(s) and Program(s): Freshman Leadership Seminar.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Skills development for student organization leaders; Greek affairs.

CLIFTON, REGINA M.
Executive Director, Center for Leadership Excellence, Catholic Health Association of the U.S., 4455 Woodson Road, St. Louis, MO 63134-0889
Phone: (314) 427-2500, **FAX:** (314) 427-0029
Course(s) and Program(s): Center for Leadership Excellence; Leadership Development—Beginnings; Leadership Development for Catholic Healthcare.
Research in Progress: Comprehensive program to define competencies of outstanding leaders in Catholic healthcare.
Resource Role: Panelist, speaker; information-sharing; consultant.
Interests: Resource sharing; programs for nurse executives, system executives, and long-term/acute care integrated-delivery networks; Advanced Institute program to begin Summer 1994.

COLEGROVE, MICHAEL B.
Vice President for Student Services, Cumberland College, 7197 College Station Drive, Williamsburg, KY 40769-1382
Phone: (606) 549-2200, **FAX:** (606) 549-1100 x4490
Course(s) and Program(s): Leadership/community-service program emphasizes community service and is a requirement for graduation; Student Leadership Seminar.
Research in Progress: Servant-related leadership; just-in-time management; personal leadership development.
Resource Role: Panelist; speaker; information-sharing; consultant; assistance in the development and implementation of leadership-education programs on the secondary and college levels.

COSGROVE, THOMAS J.
Associate Dean of Students, University of San Diego, University Center–Alcala Park, San Diego, CA 92110
Phone: (619) 260-4589
Course(s) and Program(s): Leadership in Organizations; Emerging Leaders; Leadership Minor in School of Education; Annual Leadership Conference.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Evaluation of the effectiveness of the Emerging Leader program, now in its sixth year; inclusive versus exclusive leadership; leadership and the new science.

COUSENS, FRANCIS
University of Puget Sound, 1500 North Warner Street, Tacoma, WA 98416-0662
Phone: (206) 756-3286
Course(s) and Program(s): Paradigms of Leadership.

COUTO, RICHARD A.
Jepson School of Leadership Studies, University of Richmond, Richmond, VA 23173
Course(s) and Program(s): Leadership and Community and Volunteer Organizations.

COX, KATHRYN
Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1084
Phone: (614) 292-6941, **FAX:** (614) 292-7443
Net Address: cox.5@osu.edu
Course(s) and Program(s): 4-H Youth Development and Teen Leadership Programs; State 4-H Leadership Camp; Ohio 4-H Congress Program; Buckeye 4-H Ambassadors; Special Emphasis Leadership Programs on specific leadership skills organized jointly with other agencies.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Development of 4-H youth-leadership programs throughout Ohio.

CRADICK, DENISE
Office for Student Involvement, University of Nebraska–Lincoln, 200 Nebraska Union, P.O. Box 880453, Lincoln, NE 68588-0453
Phone: (402) 472-8152
Course(s) and Program(s): Odyssey—A Journey With Another Leader: Leadership Development Mentor Program pairs freshmen students with campus student leaders. Odyssey II—Life Beyond the Classroom pairs junior and senior students with community leaders.

CRAFT, ROLF V.
Director, Ronald Reagan Scholarships, Eureka College, 300 East College Avenue, Eureka, IL 61530
Phone: (309) 467-6413, **FAX:** (309) 467-6386

Course(s) and Program(s): Ronald W. Reagan Scholarship Program is a four-year, full-tuition program for identification and preparation of leaders with a commitment to service. It includes seminars, individual evaluation, and counseling. Three mentorships, one overseas, are arranged with leaders in each scholar's field of interest.

DANIELSON, DORIS K.

Danielson Associates, 411 South Sangamon, Suite 5A, Chicago, IL 60607
Phone: (312) 243-7890, **FAX:** (312) 243-7904
Net Address: CompuServe 72177,3667
Course(s) and Program(s): INROADS, a minority youth development program.
Resource Role: Panelist; information-sharing; consultant; source of names and introductions to INROADS management who can serve as panelists and speakers.
Interests: Write, plan, and advise on strategies to develop and place talented minority youths in business and industry and to prepare them for positions of leadership.

DAVIES, GEORGE

Director, Cambridge Management Centres, 18 Oxford Street, Wellingborough, Northants, UK NN8 4HY
Phone: (093) 344-1400, **FAX:** (093) 344-2264
Course(s) and Program(s): The Leading People Programme and Looking at Leadership Programme for senior managers of businesses or organizations.

DECKER, LARRY

Associate Dean, Curry School of Education, University of Virginia, 405 Emmet Street, Dean's Office, 102 Rufner, Charlottesville, VA 22903
Phone: (804) 924-3335, **FAX:** (804) 924-0747
Course(s) and Program(s): Educational Leadership; Leadership Assessment and Development.
Publications: *Grantseeker: How to Find a Funder and Write a Winning Proposal*; *Educational Restructuring and the Community Evaluation Process*; *Home/School/Community Relations*.
Research in Progress: National assessment of state-level community-education development.
Resource Role: Panelist; speaker; information-sharing; consultant.

DEEGAN, JAMES E.

Dean of Special Programs, Eckerd College, P.O. Box 12560, St. Petersburg, FL 33733
Phone: (813) 864-8213, **FAX:** (813) 864-8996
Course(s) and Program(s): Leadership Development Program.
Resource Role: Panelist; speaker; consultant.

DELUGA, RONALD

Professor of Psychology, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917-1284
Phone: (401) 232-6279, **FAX:** (401) 232-6319
Course(s) and Program(s): Learning for Leadership; Leadership Mentoring; Learning for Leadership Program; Directed International Study.
Publications: "The relationship of leader-member exchanges with laissez-faire, transactional, and transformational leadership in naval environments," in Clark, Clark, & Campbell (Eds.), *Impact of Leadership*, Center for Creative Leadership, 1992; "The relationship of upward influencing behavior with subordinate impression management characteristics," *Journal of Applied Social Psychology*, 1991; "The relationship of leader and subordinate influencing activity in naval environments," *Military Psychology*, 1991; "The relationship of subordinate upward influencing behavior, health care manager interpersonal stress, and performance," *Journal of Applied Social Psychology*, 1991.
Research in Progress: Independent research projects with undergraduate and graduate students.
Resource Role: Panelist; speaker; information-sharing; behavioral consultant to industries and organizations in the areas of management, leadership, human resources, decision making, and organizational-behavior management.

DEMUTH, CAROL

5747 South Utica, Tulsa, OK 74105
Phone: (918) 749-2157
Publications: (Coauthor) *Recruiting Strategies for Christian Schools*, 1992.
Research in Progress: Leadership in the private-school sector.
Resource Role: Panelist; information-sharing; consultant.
Interests: Strengthening Christian-school administrators and educators in their programs and services; research and writing books for administrators and educators in the private sector, primarily Christian schools.

DENNIS, DONNA

Organization Development, Chubb Group of Insurance Companies, 15 Mountain View Road, Warren, NJ 07060
Phone: (908) 580-2011, **FAX:** (908) 580-3145
Course(s) and Program(s): Executive Leadership; Leadership Development; Managing People; curriculum from entry to senior management.
Research in Progress: Follow up to Bass-Avolio leadership training, using the *Multifactor Leadership Questionnaire* and providing feedback to managers.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Use of form K of the *Myers-Briggs Type Indicator* to help managers and employees transition to a team environment.

DiBERNARDI, DINO

Director, Center for Student Involvement and Leadership, Appalachian State University, Boone, NC 28608

Phone: (704) 262-6252, **FAX:** (704) 262-2937

Course(s) and Program(s): Center for Student Involvement and Leadership offers the Organizational Development Series: Introduction to Leadership; Applied Leadership Development; Applied Leadership Development for Fraternity/Sorority Leaders; Black Leadership Advancement; Applied Women's Leadership Issues; and Advanced Leadership Development for student leaders with significant leadership roles involving supervision of staff. The Plemmons Leader Fellows Program develops student leaders through classroom instruction, mentoring, and experiential learning.

Research in Progress: The Student Development Record Program tracks student involvement in organizations, employment, academic honors, intercollegiate sports, and campus leadership roles, creating a data base for statistics on trends and demographics.

Resource Role: Information-sharing.

DICKSON, GARY L. ("GREG")

Developmental Advising Inventories, Inc., P.O. Box 29-1844, Kettering, OH 45429

Phone: (513) 293-0053

Publications: *Advisor's Guide to the Developmental Advising Inventory*, Rev. ed., 1993; (coauthor) "The Developmental Advising Inventory: A new approach to academic advising," *NACADA Journal*, 1991; "Developmental theory and organizational structure: An integration," *NASPA Journal*, 1991.

Research in Progress: Student Development Cocurriculum Model for prioritizing educational programming.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Young adults in college and university settings.

DILLON, ROY D.

Professor of Leadership, Education and Communication, University of Nebraska–Lincoln, 302 Agricultural Hall, East Campus, Lincoln, NE 68583-0709

Phone: (402) 472-2807

Course(s) and Program(s): Supervision in Vocational-Technical Education; Center for Leadership Development; Advantage—Leadership Institute, a three-week program with internship experience, for international graduate students.

Research in Progress: Evaluation of Leadership Education Programs, a five-year project.

Resource Role: Panelist; speaker; information-sharing.

DOYLE, PATRICIA A.

Director, Professional Leadership Program, School of Management, Rensselaer Polytechnic Institute, Darrin Communications Center 209, Troy, NY 12180-3590

Phone: (518) 276-6243, **FAX:** (518) 276-8787

Net Address: doylep@rpi.edu

Course(s) and Program(s): Professional Leadership Program for seniors, selected on basis of past leadership experience and future potential, to enhance interpersonal and teamwork skills and to interact with business executives.

Resource Role: Information-sharing.

DRURY, JACK K.

Director, Wilderness Recreation Leadership, North County Community College, P.O. Box 89, Saranac Lake, NY 12983

Phone: (518) 891-2915 x254, **FAX:** (518) 891-2915 x214

Course(s) and Program(s): Wilderness Education Association National Standard Program; Wilderness Recreation Leadership Program.

Publications: *The Wilderness Educator*, WEA, 1991; *The Backcountry Classroom: Lesson Plans for Teaching in the Wilderness*, WEA, 1992.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Relationship of wilderness leadership to traditional forms of leadership, combining critical skills (i.e., problem solving, decision making, creative thinking, critical thinking) with typical course content in the traditional education system.

DRUSHAL, MARY ELLEN

Ashland Theological Seminary, 910 Center Street, Ashland, OH 44805

Phone: (419) 289-5170, **FAX:** (419) 289-5969

Course(s) and Program(s): Church Administration for Leadership and Management (CALM) includes four inventories to assist in managing change, resolving conflict, reaching one's potential, and knowing God and self. Church-administration degree program includes Issues in Biblical Leadership; Group Dynamics; Developing Leadership in Volunteer Organizations; Church Administration; Communication and Conflict. MBA courses include Organizational Behavior.

Research in Progress: Longitudinal research study of CALM.

DUPUY, GEORGE M.

Callaway Professor of Management, LaGrange College, LaGrange, GA 30240

Phone: (706) 812-7302, **FAX:** (706) 884-6567

Course(s) and Program(s): Dramatic Development, an award-winning group-management development program that integrates drama into the training experience.

Publications: *Career Dynamics: Managing Your Career Into the Next Century*, (in progress); "Integrating ethics, education and the arts," in *Networks: International Business Information*, 1992.

Resource Role: Panelist; speaker; information-sharing; consultant.

EDWARDS, JANICE

Vice President for Student Affairs, Peace College, 15 East Peace Street, Raleigh, NC 27604

Phone: (919) 383-2881, **FAX:** (919) 834-6755

Course(s) and Program(s): Women and Leadership; Leadership Scholars Program for 8-10 students committed to student leadership.

Resource Role: Panelist; information-sharing; consultant.

ERWIN, STEVE

University of Wisconsin–Platteville, One University Plaza, Platteville, WI 53818

Phone: (608) 342-1845, **FAX:** (608) 342-1847

Net Address: ERWIN@UWPLATT.EDU

Course(s) and Program(s): SLICE, Student Leaders Involved in their Community Environment, projects are funded by the W. K. Kellogg Foundation. An annual leadership conference for students at University of Wisconsin–Platteville, University of Dubuque, Loras College, and Clarke College is a starting point for an expanded program. SLICE Project, available to college and university students in Southwestern Wisconsin, Northeastern Iowa, and Northwestern Illinois, stimulates an awareness of the multiple dimension of leadership in the real world, provides opportunities for extensive learning about leadership, involvement on campus, and service to the community. SLICE-HS is a conference for high school students.

EXTEJT, MARIAN

Professor of Management, School of Business, John Carroll University, University Heights, OH 44118

Phone: (216) 397-4618, **FAX:** (216) 397-4256

Net Address: mextejt@jcuvaxa

Course(s) and Program(s): Management Philosophy, which explores contemporary and classical management philosophies, is the capstone course of the management major. Projects include Profile of a Manager, a group study of prominent business leaders, and First Person Philosophy of Management and Leadership, an individual project researching the works and persona of a famous author. The class witnesses baseball managers in action during a field trip to a Cleveland Indians game.

FAGAN, M. MICHAEL

Associate Dean of Leadership Studies, Kentucky Wesleyan College, 3000 Frederica Street, P.O. Box 1039, Owensboro, KY 42302-1039

Phone: (502) 926-3111, **FAX:** (502) 926-3196

Course(s) and Program(s): Leadership Development through Liberal Arts.

Publications: (Coauthor) "Using biographies to teach leadership," in *The Conference Proceedings: Leadership and the Liberal Arts*, Marietta College, 1993; "Profiles in leadership: A pilot freshman course offered by a liberal arts college," in *Proceedings of the Fourth Annual Workshop on the Freshman Year*, Central Methodist College, 1991.

Research in Progress: Collection of data on curricular and cocurricular programs at KWC; application of Jung's concept of archetype to leadership.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Mentor/protegé relationship.

FAIRHOLM, GIL W.

Department of Public Administration, Virginia Commonwealth University, P.O. Box 2031, Richmond, VA 23284

Phone: (804) 367-1046, **FAX:** (804) 367-8228

Net Address: GFAIR

Course(s) and Program(s): Executive Leadership; Excellence in Public Management; Graduate Concentration in Executive Leadership.

Publications: *Leadership and the Culture of Trust*, Greenwood Press (in press); *Organizational Power Politics: Tactics in Organizational Leadership*, Greenwood Press, 1993; *Values Leadership: Toward a New Philosophy of Leadership*, Praeger, 1991.

Research in Progress: Values foundations for leadership; leadership excellence; use of power by leaders.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Leadership of multicultural groups; excellence in leadership; values leadership; philosophy of leadership.

FEINBERG, RICHARD

Professor, Purdue University, Department of Consumer Science & Retailing, West Lafayette, IN 47907

Phone: (317) 494-8301, **FAX:** (317) 494-0869

Net Address: xoji@purccum.purdue.edu

Course(s) and Program(s): Leadership Strategies, a semester-long organizational and leadership simulation.

Research in Progress: Successful leadership skills in the retail industry.

Resource Role: Panelist; speaker; information-sharing; consultant; leadership seminars for industry executives.

FELDMAN, CARLENE

Leadership Development Coordinator, Phi Theta Kappa, 460 Briarwood Drive, Suite 100, Jackson, MS 39206

Phone: (800) 946-9995 x938, **FAX:** (601) 957-2241 x939

Course(s) and Program(s): Phi Theta Kappa/W. K. Kellogg Leadership Development Program is offered at 93 two-year colleges in the U.S., Canada, and the British

Virgin Islands. It integrates readings from classic literature, experiential learning exercises, modules on understanding personal leadership philosophy, conceiving and articulating a vision, using logic and creativity in decision making, building trust, making changes, writing a leadership journal, and a five-year plan. It can be customized to meet the needs of community groups.
Resource Role: Panelist; speaker; information-sharing; consultant.

FENDT, PAUL F.
Director, Mon Valley Tri-State Leadership Academy, P.O. Box 6620, West Virginia University, Morgantown, WV 26506-6620
Phone: (304) 293-2552, **FAX:** (304) 293-3297
Net Address: PFENDT@WVNVMS.WVNET.EDU
Course(s) and Program(s): Mon Valley Tri-State Leadership Academy is a W. K. Kellogg-funded leadership-in-economic development project covering 18 counties in West Virginia, Pennsylvania, and Maryland. Four modules—Leadership and Economic Development, Individual Leadership, Organizational Leadership, and Application of Leadership Skills—are offered over a period of two years. Participants attend ten weekly sessions in each module to address problems and initiate solutions to regional human- and economic-development problems.
Publications: *Quality Improvement in Continuing Education and Service Organizations*, 1992.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Computer network for economic developers within region.

FLANAGAN, TIMOTHY
Director, Catholic Leadership Institute, 1845 Walnut Street, Suite 1500, Philadelphia, PA 19103
Phone: (215) 665-1196, **FAX:** (215) 568-6999
Course(s) and Program(s): Catholic Leadership Institute course and programs.
Resource Role: Panelist; information-sharing.
Interests: Leadership programs to be used within the Catholic Church.

FOGG, DANA T.
College of Business, University of Tampa, 401 West Kennedy Boulevard, Tampa, FL 33606-1490
Phone: (813) 264-4891
Course(s) and Program(s): MBA Leadership Lab.

FORBES, J. BENJAMIN
Department of Management, Marketing, and Logistics, John Carroll University, 20700 North Park Boulevard, University Heights, OH 44118
Phone: (216) 397-4608, **FAX:** (216) 397-4256
Net Address: FORBES@JCVAXA.JCU.EDU
Course(s) and Program(s): Leadership, an elective course; Executive Skills Development, a required course for all management majors.
Publications: (Coauthor) *Corporate Mobility and Paths to the Top: Studies for Human Resource and Management Development Specialists*, Quorum, 1991.
Research in Progress: Evaluation of experimental Leadership and Executive Skills Development program; follow-up on the careers of those who completed this program.
Resource Role: Panelist; speaker; information-sharing; consultant.

FORMAN, TERRY
University of Nebraska–Omaha, 62nd and Dodge Streets, Omaha, NE 68182
Phone: (402) 554-2711, **FAX:** (402) 554-3687
Course(s) and Program(s): Diversity in Leadership Program develops leadership skills of multicultural student leaders through an annual retreat and workshops on time management, team-building, values clarification, communication skills, sensitivity to prejudice, goal-setting, study of leadership styles, and an overview of campus services. The university also sponsors a Leadership Resource Center.
Resource Role: Panelist; speaker; information-sharing; workshops on campus, in the community, and at professional conferences.

FRAME, MARY J.
Dean, The Leadership Institute, Columbia College, Columbia, SC 29203
Phone: (803) 786-3729, **FAX:** (803) 786-3771
Course(s) and Program(s): The Leadership Institute offers a minor in Leadership Studies, which requires 20 semester hours. Courses include Leadership Assessment and Portfolio Development, in which students utilize multiple-assessment measures to gain understanding of their strengths and needs. Critical Thinking and Transitional Leadership develops understanding of leadership skills, which include a positive approach, goal setting, interpersonal relationships, communications, and values. Leadership Theories and Strategies introduces the major leadership theories, models, styles, and principles.
Resource Role: Panelist; speaker; information-sharing; keynote speeches and consultancies on strategic development, leadership assessment, cultural diversity, communicating with confidence and credibility, charisma, marketing leadership skills, *Myers-Briggs Type Indicator*, and teamwork; understanding leadership profile through a four-dimensional perspective.

GARGASZ, CAROLYN
Vice-President for Public Policy, National Association for Family and Community Education, Box 6, Hollis, NH 03049

Phone: (603) 465-7463
Course(s) and Program(s): Family Community Leadership is an educational program for teaching leadership skills to family members, particularly women, so they can get involved in public-policy issues that affect the quality of family and community life. FCL program is available in 50 states, Washington, DC, Guam, and Puerto Rico.

GARRETT, APRIL
Assistant Director of Student Activities, Emory University, Drawer C, Atlanta, GA 30322
Phone: (404) 727-6169, **FAX:** (404) 727-0281
Course(s) and Program(s): Leadership Emory is a program for 50 sophomores, including a weekend retreat and monthly workshops on communication, goal-setting, decision making, ethics and values, problem solving, creativity, team-building, and internships. A strong emphasis is placed on networking for campus involvement and future internships or business contacts.

GEAR, CURTIS E., JR.
Community Dynamics Institute, 610 Langdon Street, Room 528, Madison, WI 53703
Phone: (608) 263-7980, **FAX:** (608) 262-6250
Net Address: gear@wisplan.uwex.wisc.edu
Course(s) and Program(s): Wisconsin Community Leadership Development is designed to increase the number of effective leaders in the African-American, Latino, Native American, and Southeast Asian communities in six southeast Wisconsin counties.
Resource Role: Panelist; speaker; consultant.
Interests: Work with center city community activists to build their capacity to bring about desired changes in their communities.

GENOVESE, MICHAEL A.
Director, Institute for Leadership Studies, Loyola Marymount University, Loyola Boulevard & West 80th Street, Los Angeles, CA 90045
Phone: (310) 338-7379, **FAX:** (310) 338-2704
Net Address: Bitnet: MGENOVES@LMUACAD
Course(s) and Program(s): Political Leadership, a general introduction to the field of political leadership; Institute for Leadership Studies.
Publications: *Women as National Leaders*, Sage, 1993; *The Presidency in an Age of Limits*, Greenwood, 1993; *Failed Leadership: The Presidency in the American System*, HarperCollins (forthcoming).
Research in Progress: U.S. national leadership.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Direction of a newly formed program in leadership studies.

GERKEN, SHIRLEY H.
Director, 21st Century Leadership Program and Leadership Development Specialist, Virginia Tech University, ILVD Suite, Donaldson Brown Center, Blacksburg, VA 24061-0150
Phone: (703) 231-7966, **FAX:** (703) 231-7896
Net Address: SGERKEN@VTUM1.CC.VT.edu
Course(s) and Program(s): 21st Century Leadership, a public-service program of the Institute for Leadership and Volunteer Development; Improving Attitudes Toward Rural Living Through Youth Leadership; Community Vision 2020.
Research in Progress: Attitudes, characteristics, and competencies of community leaders; identification of potential community leaders; longitudinal study of relationship between positive community change and community leaders.
Resource Role: Panelist; speaker; consultant
Interests: Program planning; program evaluation; partnerships development; strategic planning; professional development planning, including interpretation of personal-assessment instruments.

GIULIANO, NEIL
Director of Federal & Community Relations, Arizona State University, Tempe, AZ 85287-2503
Phone: (602) 965-4980, **FAX:** (602) 965-9233
Course(s) and Program(s): Personal Leadership Development for students to explore their potential; Tempe Leadership.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Insuring Tomorrow, a national leadership network for college and university students.

GOODMAN, ADAM J.
Executive Director, Student Leadership Institute, University of Colorado–Boulder, Campus Box 363, Boulder, CO 80309-0363
Phone: (303) 492-8342, **FAX:** (303) 492-3851
Course(s) and Program(s): Presidents Leadership Class is a comprehensive two-year academic, experiential, and community-service program for talented undergraduate students. Colorado Leadership Conference is a series of custom-tailored experiential programs for high school students.
Research in Progress: Detailed research on each of eight strategic themes in leadership vision statement.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Development of custom-tailored experiential leadership programs for high school and university students.

GOODMAN, GREG

Maritz, Inc., 1355 North Highway Drive, Fenton, MO 63099

Phone: (314) 827-3449, **FAX:** (314) 827-4182

Course(s) and Program(s): Leadership for Performance Improvement is a program for business managers and leaders combining performance assessment with action learning. Exercises, simulations, performance analysis, and feedback help to develop competencies. Teaching methods include classroom and outdoor experiences, exercises, simulations, on-the-job assignments, video and computer-based self-study.

GOODSTEIN, TAMI

Organizational Consultant, Student Organization Development Center, University of Michigan, 2202 Michigan Union, Ann Arbor, MI 48109-1349

Phone: (313) 763-5900, **FAX:** (313) 747-4133

Net Address: Internet: goodstei@umich.edu Bitnet: userhkae@umichum

Course(s) and Program(s): Advanced Leadership Seminar; Internship Program; Women's Symposium; All-campus Leadership Conference.

Publications: "A Web-like model at the University of Michigan," National Leadership Clearinghouse newsletter.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Spirituality and values in leadership; gender influences on leadership.

GOOKIN, JOHN

Curriculum Manager, National Outdoor Leadership School, 288 Main Street, Lander, WY 82520

Phone: (307) 332-6973, **FAX:** (307) 332-3631

Course(s) and Program(s): Outdoor education courses—experiential leadership training for people who will be leading their peers whether they want the job or not.

Publications: *Proceedings, 1992 National Outdoor Leadership School (NOLS) Wilderness Education Conference.*

Research in Progress: Effects of NOLS courses on self-efficacy.

Resource Role: Panelist; speaker; information-sharing.

GRANT, JESSIE

Student Services Coordinator, University of Missouri, University Center, Room 267, 8001 Natural Bridge Road, St. Louis, MO 63121

Phone: (314) 553-5291, **FAX:** (314) 553-6747

Course(s) and Program(s): The Freshman Leadership Council.

Research in Progress: Ethnic students and how their approach to leadership compares to traditional models.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Leadership development for freshmen; leadership development for sororities and fraternities.

GREEN, STEPHEN G.

Organizational Behavior & Human Resource Management, Krannert Graduate School of Management, Purdue University, West Lafayette, IN 47907

Phone: (317) 494-6852, **FAX:** (317) 494-9658

Net Address: GREEN@MGMT.PURDUE.EDU

Course(s) and Program(s): Leadership fosters understanding of managerial leadership, helps the student formulate his/her own model of leadership, and gives the student feedback on his/her own leadership strengths and weaknesses. Team Work defines high-performance teams, roles, goals, problem solving, creativity, as well as diagnosis and action-planning for unproductive teams.

Publications: (Coauthor) "The effect of newcomer involvement in work-related activities: A longitudinal study of socialization," *Journal of Applied Psychology*, (in press); (coauthor) "Inertial forces and the implementation of a socio-technical systems approach: A communication study," *Organization Science*, (in press); (coauthor) "Red flags at dawn, or predicting R&D project termination at start-up," *Research Technology Management*, 1993.

Research in Progress: Mentoring and socialization of entering professionals in science and engineering; vertical exchanges in R&D leadership.

Resource Role: Panelist; speaker; information-sharing.

Interests: Role of leaders in socialization and innovation processes within organizations.

GROFF, WARREN H.

1531 Peabody Avenue, Memphis, TN [illegible]04

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Net Address: groffw@alpha.acast.nora.edu

Course(s) and Program(s): Child and Youth Studies is a three-year doctoral program that begins with Leadership I and concludes with Leadership II, offered in traditional and multitech formats. Other courses include Human Resources Development; Governance and Management; Emergence of Vocational, Technical, and Occupational Programs; Strategic Thinkers; Restructuring Establishments.

Publications: *Preparing Proactive Visionary Transformational Leaders in Child and Youth Studies, Cluster #34*, Nova University, 1992; *Toward the 21st Century: Preparing Strategic Thinkers in Vocational, Technical, and Occupational Education for Restructuring Establishments*, ERIC Document 351 499, 1992; *Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities*, submitted to ERIC, 1992; other reports.

Research in Progress: A nine-year project to improve leadership development in vocational, occupational, and technical education: Agents of Change, 1984-85; Transformational Leaders, 1986-87; Strategic Thinkers, 1988-89; Restructuring Establishments, 1990-91; Building Learning Communities, 1992. Also, a five-year project to improve leadership competencies of professionals who provide youth services.
Resource Role: Panelist; speaker; information-sharing; consultant; seminars; workshops.
Interests: Institution and system strategic-planning; leadership development; organizational analysis; human resources development.

HALL, LANNY
Hardin-Simmons University, Drawer A, HSU Station, Abilene, TX 79698
Phone: (915) 670-1227, **FAX:** (915) 670-1267
Course(s) and Program(s): Introduction to Leadership.
Resource Role: Panelist; speaker; information-sharing.
Interests: Development of an Institute for Leadership with an academic minor in Leadership Studies.

HALLIDAY, KIRK W.
Lake County Board of Alcohol, Drug Addiction and Mental Health Services, Lake County Administration Center, 105 Main Street, Painsville, OH 44077
Phone: (216) 352-3117
Course(s) and Program(s): Introduction to Leadership—Theory and Practice is designed for stabilized mentally handicapped students at Lakeland Community College.

HAMMERSCHMIDT, PETER K.
Professor of Economics, Eckerd College, P.O. Box 12560, St. Petersburg, FL 33733
Phone: (813) 864-8462, **FAX:** (813) 864-7967
Course(s) and Program(s): Leadership Development; Leadership—The Human Side of Economics.
Publications: "The impact of personality characteristics on leadership effectiveness ratings," in Clark, Clark, & Campbell (Eds.), *Impact of Leadership*, Center for Creative Leadership, 1992.
Research in Progress: Examination of leadership traits and male/female differences in leadership styles, ratings, and characteristics.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Use of LDP data to examine leadership characteristics.

HAMMOND, H. STEVEN
Director, United States Military Academy, Office of Leader Development Integration, West Point, NY 10996
Phone: (914) 938-4723, **FAX:** (914) 938-4057
Course(s) and Program(s): Cadet Leader Development System.
Resource Role: Panelist; speaker; information-sharing.

HANSEN, DAVE
Linfield College, 900 South Baker, McMinnville, OR 97128
Phone: (503) 472-4121, **FAX:** (503) 472-9528
Net Address: dhansen@LINFIELD.EDU
Course(s) and Program(s): Linfield Leadership Labs provides learning opportunities revolving around three qualities of leadership: values, vision, and voice. Theoretical and historical models of leadership, ethical and moral contexts, personal and social implications are integrated into skill-building training sessions for Linfield College students and community groups.
Resource Role: Panelist; speaker on Leadership—Values, Vision, and Voice.

HANSON, CHELLE LYONS
Concordia College, Moorhead, MN 56562
Phone: (218) 299-3640, **FAX:** (218) 299-3947
Course(s) and Program(s): Cocurricular leadership programs for all students.

HARPUM, RICHARD
President, FOCUS Consulting Group, P.O. Box 9036, Greenville, SC 29604-9036
Phone: (803) 235-3509, **FAX:** (803) 235-3509
Course(s) and Program(s): Leadership FOCUS is a three- to five-day residential program for business managers and executives. Programs are customized and may include team-building, vision framework, empowerment techniques, strategic planning, profit improvement, self-managed or high-performance work teams, communications, quality improvement, project management, or public leadership. Teaching methods include inventories, interactive workshops, case studies, indoor and outdoor experiential exercises, videotaped feedback, and follow-up.
Research in Progress: Organizational re-engineering; team development; leadership development; leadership case studies; re-engineering case studies.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: The role of strong, committed leadership in re-engineering organizations; creating sustained, long-term improvements.

HARRIS, PHILIP R.

President, Harris International, 2702 Costebelle Drive, La Jolla, CA 92037

Phone: (619) 453-2271, **FAX:** (619) 458-1624

Course(s) and Program(s): High Performance Leadership for Executives.

Publications: *High Performance Leadership: Strategies for HRD Professionals*, HRD Press, 1994; (coauthor) *Multicultural Management: New Skills for Global Success*, Gulf, 1993; (coauthor) *Transcultural Leadership: Empowering the Diverse Work Force*, Gulf, 1992; *Living and Working in Space: Human Behavior, Culture and Organization*, Ellis Horwood Ltd, 1992; other books.

Research in Progress: New work culture; space culture.

Resource Role: Panelist; speaker; consultant; coauthor.

Interests: Management and organizational psychology; cross-cultural communications and preparation for foreign deployment; future studies; group dynamics and human relations; human factors/resources research; high performing employees and companies.

HARRISON, CLIFFORD

Chair, Business & Economics Department, Concordia College, 901 South 8th Street, Moorhead, MN 56560

Phone: (218) 299-3476, **FAX:** (218) 299-3947

Course(s) and Program(s): Business Leadership.

Research in Progress: Surveys and consultations with local businesses, currently in 14th study.

Resource Role: Panelist; speaker; information-sharing; consultant; customized and general workshops on business ethics for Chamber of Commerce and other groups; surveys, analysis, feedback, and organizational planning for individual companies.

Interests: Development of a course in ethical leadership.

HARTFORD, THOMAS F.

Director, Center for Leadership Development, St. Norbert College, De Pere, WI 54115

Phone: (414) 337-4025, **FAX:** (414) 337-4073

Course(s) and Program(s): Center for Leadership Development; LEAD—Leadership Experience and Development; MINI—More Involvement, New Ideas; Confidence/Ropes Course.

Publications: "How to Lead" series of manuals for designing and developing a college leadership program includes "CLD Intern Manual," "Hall Director and Resident Assistant Training Resource Manual," "Leadership Program Marketing Guide," "Volunteer Leader Training Resource Manual," "Workshop and Facilitator Evaluation Guide," and others.

Resource Role: Panelist; speaker; information-sharing regarding successes and failures so others do not have to start at the beginning; consultant regarding custom design of leadership-training programs, ropes/confidence course, and adventure education; providing graphics.

Interests: Development of an academic minor in leadership for the college; development of a cocurricular transcript indicating leadership roles, workshops, awards; motivation; design of youth-leadership programs.

HARVEY, THOMAS R.

Chairman, Educational Management, University of LaVerne, 1950 Third Street, LaVerne, CA 91750

Phone: (909) 593-0615, **FAX:** (909) 392-0800

Course(s) and Program(s): Doctoral program in educational leadership.

Publications: (Coauthor) *Building Teams, Building People*, Technomics, 1993.

Research in Progress: Change and conflict.

Resource Role: Speaker; consultant; trainer.

Interests: Working with diverse colleges, schools, and organizations.

HARWOOD, PATRICIA C.

Dean, Westhampton College, University of Richmond, Richmond, VA 23173

Phone: (804) 289-8468, **FAX:** (804) 287-6061

Course(s) and Program(s): Women Involved in Living and Learning, a four-year experience for the empowerment of women leaders, involves curricular and cocurricular studies and internships.

Resource Role: Panelist; speaker; information-sharing; consultant.

HAWKINS, GERALD G.

Associate Vice Chancellor, North Carolina State University, Campus Box 7316, Raleigh, NC 27695

Phone: (919) 515-3151, **FAX:** (919) 515-4210

Net Address: NSAFGGH@Prillen.bas.ncsu.edu

Course(s) and Program(s): Leadership Theory; NCSU Fellows Program.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Continuity of NCSU Fellows Program for 24 years; alumni support of financial and internship needs.

HEASLEY, DARYL

North East Regional Center for Rural Development, 7 Armsby Building, University Park, PA 16802-5600

Phone: (814) 863-4656, **FAX:** (814) 863-0586

Course(s) and Program(s): Leadership for Social Change is a junior/senior-level writing-intensive course. Leadership Development is a graduate-level course. Pennsylvania Rural Leadership Program is a 13-week adult-level course which involves 11 weekend seminars and two travel seminars.

Publications: Materials for laypersons.

Research in Progress: Evaluation of leadership curricula.

Resource Role: Panelist; speaker; consultant.

HEIFETZ, RONALD A.

Lecturer in Public Policy, J. F. Kennedy School of Government, Harvard University, 79 John F. Kennedy Street, Cambridge, MA 02138

Phone: (617) 495-7867, **FAX:** (617) 495-1972

Course(s) and Program(s): Program on Leadership, a school-wide initiative to promote leadership education and research; Exercising Leadership—Mobilizing Group Resources; Exercising Authority—Power, Strategy and Voice; Leadership Education Project.

Publications: Forthcoming book on leadership, Harvard University Press, September 1994.

Research in Progress: Prescriptive leadership theory and teaching; development of better theory and pedagogy; development of a program for leadership at the Kennedy school that will serve as a resource for leadership education.

Resource Role: Panelist; speaker; information-sharing; consultant; workshops on leadership education.

HENLEY, BRENT D.

President, Pyramid Group, P.O. Box 1152, 1011 North 4th Street, Monroe, LA 71201

Phone: (318) 361-0164, **FAX:** (318) 323-6545

Course(s) and Program(s): Pyramid Group holds opening and closing retreats for community-leadership programs. Research of the community involved enables Pyramid to customize appropriate programs, such as Cultural Diversity Awareness; Leadership Skills; Boardbank Training and Team Development. Other workshops for youths and business organizations are available.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Servant leadership; community trusteeship.

HENRY, KATHLEEN

Mankato State University, MSU Box 59, Mankato, MN 56002-8400

Phone: (507) 389-6076, **FAX:** (507) 389-5799

Course(s) and Program(s): LEAD Team is a public-speaking and group-facilitation-training-and-experiential program for academic credit. Dale Carnegie's *How to Win Friends and Influence People* (rev. ed.), S & S Trade, 1981, is used as a basis for the course which emphasizes meeting new people and having fun.

HICKMAN, GILL ROBINSON

Jepson School of Leadership Studies, University of Richmond, Richmond, VA 23173

Course(s) and Program(s): Leadership in Formal Organizations.

HILLERY, ADRIENNE D.

Assistant Dean and Director, Student Leadership Center, George Mason University, Fairfax, VA 22030-4444

Phone: (703) 993-2900

Net Address: AHILLERY@GMU.EDU

Course(s) and Program(s): The Communications Department offers a Leadership Seminar. George Mason University Student Leadership Center offers conferences, workshops, clinics, credit courses, and individual consultation.

Resource Role: Panelist; information-sharing; consultant.

HOCKING, PETER

Associate Director, Brown Program in Leadership, c/o Center for Public Service, Brown University, Box 1974, Providence, RI 02912

Phone: (401) 863-2338, **FAX:** (401) 863-3094

Net Address: Peter_Hocking@Brown.Edu

Course(s) and Program(s): Brown Program in Leadership is a summer internship that explores the role of public-sector leadership and social change. Because the major focus is on meeting the needs of children at risk, students are placed in agencies providing advocacy or health-care services to children affected by poverty. Preservice training, group discussions, and ongoing workshops are provided to promote leaders with moral and civic responsibility.

Research in Progress: Development-of-urban-leaders program for adult community members.

Resource Role: Panelist; speaker; information-sharing; consultant.

HOLLENBECK, E. W.

Assistant to the President, Pittsburg State University, Room 103 Russ Hall, Pittsburg, KS 66762

Phone: (316) 235-4102, **FAX:** (316) 232-7515

Course(s) and Program(s): Leadership and Motivation is a survey class to identify significant writings and research. The Leadership Institute holds leadership classes and workshops for leaders of student organizations.

Resource Role: Panelist; speaker; information-sharing; consultant; discussion leader; workshops.

Interests: Integration of leadership across the curriculum.

HOLLIDAY, VIVIAN L.

Professor, Classical Studies and History, College of Wooster, Wooster, OH 44691

Phone: (216) 263-2488, **FAX:** (216) 263-2427

Course(s) and Program(s): Leadership—Theory and Practice, a seminar and program.

Research in Progress: Chapters in a book of essays on leadership from a variety of disciplinary perspectives and a broad range of chronological settings.

Interests: Leadership in classical civilization; leadership theory and practice from a multidisciplinary approach.

HOUGHTON, KATHERINE M.

Dean of Students, Landmark College, River Road, Putney, VT 05346

Phone: (802) 387-4767, **FAX:** (802) 387-4779

Course(s) and Program(s): LEAD—Leadership Experience and Development is a course at Landmark College, a college specifically designed for high-potential dyslexic students. Students learn group dynamics, group leader effectiveness, ethical and moral responsibility, and their own leadership potential and preferred styles. Structured experiences involve classroom instruction, outdoor adventure/ropes course, and volunteer service in the community.

Interests: Dyslexic and learning-disabled students.

HOWE, WILLIAM

Professor, Jepson School of Leadership Studies, University of Richmond, University of Richmond, VA 23173

Phone: (804) 287-6086, **FAX:** (804) 287-6062

Course(s) and Program(s): Foundations of Leadership.

Publications: "Educational leadership: Theory and research," in *The International Encyclopedia of Education*, Pergamon (forthcoming).

Research in Progress: The instructional leadership of private-school principals and the personal, organizational, and environmental antecedents of that leadership; the enactment of what is learned in leadership education through classroom and field experiences.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Study of leadership and the humanities; evolution of the terms/concepts "transforming" and "charisma" in the field of leadership studies.

HUNT, JAMES G.

Texas Tech University, College of Business Administration, Box 42101, Lubbock, TX 79409

Phone: (806) 742-3175, **FAX:** (806) 742-2099

Net Address: ODJGH@TTACS1.TTU.EDU

Course(s) and Program(s): Leadership Concepts and Skills; Leadership Skill Development, an MBA course, emphasizes across-term teams and mentoring. LEAD—Leadership, Entrepreneurship and Development in a global environment, in the MBA program, includes four courses with an optional internship.

Publications: (Coauthor) "Leadership and faculty motivation: A processual framework," in Bess (Ed.), *Teaching Well and Liking It: Motivating Faculty to Teach Effectively* (in press); (coeditor) *Strategic Leadership: A Multiorganizational Level Perspective*, Quorum, 1992.

Research in Progress: Laboratory study involving visionary and crisis-induced leadership; teaching style as a form of leadership across time; project involving MBA mentoring activities as a means of providing outside class applications for MBA leadership-skills development.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Across-time projects involving teacher and learner; transformational/charismatic leadership in grounded theory and lab settings.

JACKSON, WILLIAM

DDI, 1225 Washington Pike, Bridgeville, PA 15017

Phone: (412) 257-3869, **FAX:** (412) 257-0641

Course(s) and Program(s): The Empowering Leader Assessment System is an experiential program for organizations. Synchrony is an individual, group, and organizational system for assessing leadership competencies, behaviors, training needs, and job/skill matching. PILOT—A Day in the Life of an Empowering Manager is a simulation for mid- to upper-level managers designed to provide performance information used in managerial selection. The Executive Assessment Program uses a simulation titled Virtual Business Systems to assess upper-level managers' behaviors, motivations, and knowledge.

JACOBSON, STEPHEN L.

State University of New York–Buffalo, 471 Baldy Hall, Buffalo, NY 14260

Phone: (716) 645-3162, **FAX:** (716) 645-2481

Net Address: EOAKIML@UBVM.CC.BUFFALO.EDU

Course(s) and Program(s): Theory Based Methods for Administrative Leadership is a required course for Doctor of education degree. Other EDA courses include Cultural and Political Issues in Urban School Leadership; Instructional Design and Leadership; Leadership Perspectives in Human Communication.

Publications: (Coauthor) "Contract administration and the principalship," in *The Principalship*, Stylex (in press); (coauthor) "The reform of rural education in China," *International Journal of Educational Reform* (in press); (coauthor) *Reforming Education: The Emerging Systemic Approach*, Corwin, 1993; (coauthor) "Administrators' perceptions of school-based management," *Educational Considerations*, 1992; "Future U.S. educational leaders," in *Developing Educational Leaders*, Longman, 1991; other books, chapters, articles, and reviews.

Research in Progress: Teacher absence; deferred salary-leave plans; educational reform.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Development of a field-based program for educational-leadership development, a collaboration between SUNY–Buffalo and area school districts.

JENLINK, PATRICK M.

Assistant Professor, Western Michigan University, Department of Educational Leadership, 3432 Sangren Hall, Kalamazoo, MI 49008

Phone: (616) 387-3882, **FAX:** (616) 387-2882
Publications: *Theories of Leadership* (in progress).
Research in Progress: Systems thinking and practice; leader self-reflection and self-inquiry; organizational learning.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Development of organizational learning structure; leadership training/development in areas of systemic change and organizational learning.

JOHNSON, CYNTHIA WOLF
Director, North Carolina Fellows Program & Leadership Development, University of North Carolina–Chapel Hill, CB# 5100, 01 Steele Building, Chapel Hill, NC 27599-5100
Phone: (919) 966-4041, **FAX:** (919) 962-2090
Net Address: cawolf@uncmvs.oit.edu
Course(s) and Program(s): The North Carolina fellows programs offers a variety of curricular and cocurricular courses. Leadership Seminar profiles a leader or event of historical or regional significance, designs a leadership-development plan and a strategic project. Dynamics of Effective Leadership explores leadership and organizational behavior theories, examines group processes, and discusses ethics, gender, culture, and conflict management. The Emerging Leaders Program prepares student leaders for involvement in campus activities through a series of workshops. A Leadership Resource Library and many other programs are available. A bicentennial program, The Changing Faces of Leadership, held March 1994, addressed empowered student leadership, diversity, ethics, service, nontraditional leadership, and student self-governance.
Research in Progress: Leadership and cultural diversity.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Traditional-aged college students; ethnic/racial diversity, gender issues; ethics; evolving paradigms of the leadership concept.

JOHNSON, NAOMI
Assistant Dean of Students, University of Southern California–Santa Barbara, Campus Activities Center, Santa Barbara, CA 93106
Phone: (805) 893-4551, **FAX:** (805) 893-8749
Net Address: APC1NTJ@UCSBVM.BITNET
Course(s) and Program(s): Introduction to Leadership.
Research in Progress: Using focus groups to determine the differences in leadership issues, training needs, styles, and gender issues among the four major ethnic groups.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Leadership theories and concepts, their relevancies and cultural differences.

JONES, AUDREY L.
Leadership and Staff Development Director, Trenton State College, Hillwood Lakes, CN 4700, Trenton, NJ 08650-4700
Phone: (609) 771-2466, **FAX:** (609) 530-7680
Course(s) and Program(s): Interpersonal Relations for the Emerging Leader combines a course for credit and campus involvement in leadership opportunities.

JONES, M. COLLEEN
Assistant Professor, Management Department, Suffolk University School of Management, Beacon Hill, 8 Ashburton Place, Boston, MA 02108-2770
Phone: (617) 573-8753, **FAX:** (617) 573-8704
Net Address: C.JONES@ACAD.SUFOLK.EDU
Interests: Development of a leadership course at Suffolk University.

KAMINSKI, COLLEEN
Coordinator, Leadership Development, Southern Illinois University, Campus Box 1168, Edwardsville, IL 62026
Phone: (618) 692-2686
Course(s) and Program(s): The Student Leadership Development Program is available to all interested students.

KARNES, FRANCES A.
Director, Center for Gifted Studies, University of Southern Mississippi, Box 8207, Hattiesburg, MS 39406-8207
Phone: (601) 266-5236, **FAX:** (601) 266-4978
Course(s) and Program(s): Leadership Studies Program; Leadership Competitions; Center for Gifted Studies.
Publications: *Girls and Young Women Leading the Way*, Free Spirit Publishing, 1993; books, chapters, articles, research reports, conference proceedings, curriculum-support materials, assessment instruments, and instructional materials.
Resource Role: Panelist; speaker; information-sharing; consultant; convention presentations.
Interests: Ideas for developing leadership skills in home; leadership-research summaries and suggestions; leadership models and methods; developing leadership potential in gifted youth.

KETCHUM, LAURA
Assistant Director of Campus Activities for Community Involvement, University of Wisconsin–Stevens Point, UWSP–Lower Level, U.C., Stevens Point, WI 54481
Phone: (715) 346-4343, **FAX:** (715) 346-4365
Course(s) and Program(s): Emerging Leader Program.
Resource Role: Speaker; information-sharing.
Interests: Leadership development within college students, specifically in student organizations and through experiential learning.

KIESLING, ERNST W.
Civil Engineering Department, Texas Tech University, Lubbock, TX 79409-1023
Phone: (806) 742-0155, **FAX:** (806) 742-3488
Net Address: EKIESLING@COE2.COE.TTU.EDU
Course(s) and Program(s): Civil Engineering Seminar is a course for graduate-engineering students based on Stephen Covey's video, *Seven Habits of Highly Effective People*, 1991. Leadership Foundations is an in-residence graduate course and is offered through videotape to graduate students living off campus who interact with the instructor and the library through electronic media.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Teaching leadership foundations and principles to college students and young professionals.

KINDLER, HERBERT
Director, Center for Management Effectiveness, P.O. Box 1202, Pacific Palisades, CA 90272
Phone: (310) 459-6052, **FAX:** (310) 459-9307
Course(s) and Program(s): Risk and Decision Making; Managing Disagreement and Stress; on-site management programs.
Publications: *Managing Disagreement Constructively*, Crisp; *Risk Taking: A Guide to Decision Makers*, Crisp; *Managing the Technical Professional*, Crisp, 1993; *Measure and Manage Your Stress*, Crisp (in press).
Research in Progress: Stress management; conflict management.
Resource Role: Speaker; information-sharing; consultant; source of training instruments and workbooks.

KLENKE, KARIN
Jepson School of Leadership Studies, University of Richmond, Richmond, VA 23173
Course(s) and Program(s): History and Theories of Leadership; Leading Groups; Leadership Study Abroad—Reading Seminar.

KNOPKE, HARRY J.
Vice President for Student Affairs, The University of Alabama, P.O. Box 870116, Tuscaloosa, AL 35487-0116
Phone: (205) 348-8272, **FAX:** (205) 348-2591
Course(s) and Program(s): The Challenges of Leadership is an intensive three-week course for identified or aspiring student leaders. The Office of Student Life offers various leadership development programs and activities.
Research in Progress: Leadership development in university students; collection and analysis of data from Challenges of Leadership course.
Resource Role: Panelist; speaker; information-sharing; consultant.

KRANS, JEFFREY P.
Professor of Political Science, Keuka College, Box 117, Keuka Park, NY 14478
Phone: (315) 536-4411, **FAX:** (315) 536-5216
Course(s) and Program(s): Political Leadership Program; National Leadership and Decision Making.
Research in Progress: Preparation of text materials and syllabus development for an integrative-studies approach to leadership education.
Resource Role: Panelist; information-sharing.

KRIEGBAUM, RICHARD
President, Fresno Pacific College, 1717 South Chestnut Avenue, Fresno, CA 93702
Phone: (209) 453-2010, **FAX:** (209) 453-2007
Course(s) and Program(s): Honors Program in Christian Leadership.

KUEHNE, DALE
Assistant Professor of Political Science, and Director, Pryor Program in Leadership Studies, William Jewell College, 500 College Hill, Liberty, MO 64068
Phone: (816) 781-7700, **FAX:** (816) 781-3164
Course(s) and Program(s): Pryor Program in Leadership Studies, pilot-program proposal.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Leadership and spirituality.

LANGONE, CHRISTINE A.
Fanning Leadership Center, University of Georgia, Athens, GA 30602
Phone: (706) 542-7028, **FAX:** (706) 542-8845
Net Address: clangone@uga.cc.uga.edu
Course(s) and Program(s): J. W. Fanning Leadership Center; new community leadership curriculum.
Publications: "Diverse voices: A community leadership context," *Proceedings of the Fifth International Qualitative Research in Education Conference*, 1993; "Building community leadership," *Journal of Extension*, 1992; (coauthor) "Citizen perceptions of community needs," *Proceedings of the Association of Leadership Educators National Conference*, 1992; (coauthor) "Assessing leadership and problem-solving skills and their impact in the community," *Evaluation Review*, 1992; (coauthor) "The use of a comprehensive model to evaluate a community leadership development program," *Proceedings of the Association of Leadership Educators Conference*, 1992; (coauthor) "Community leadership program participants: An assessment of their organizational participation, political activity, leadership and problem-solving skills," *Proceedings of the American Evaluation Association National Conference*, 1992.
Research in Progress: Impact assessment of leadership-education programs; organizational participation of

leadership program participants; leadership characteristics used by citizens to identify leaders.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Community leadership; projects, grants, curriculum development in areas of conflict management/ resolution, community decision making, and problem solving.

LARSON, ROBERT L.
Professor, College of Education & Social Services, University of Vermont, 228 Waterman Building, Burlington, VT 05405
Phone: (802) 656-2030, **FAX:** (802) 656-8429
Course(s) and Program(s): Seminar in Organizational Leadership; Educational Leadership.
Publications: "Can the frog become a prince? Context and change in the 1990s," *International Journal of Educational Reform*, 1992; *Changing Schools From the Inside Out*, Technomic, 1992; "Small is beautiful: Innovation from the inside out," *Phi Delta Kappan*, 1991; others.
Research in Progress: Leadership role of administrators and teachers for a 2nd edition book on curriculum management for educational and human-service organizations.
Resource Role: Panelist; speaker; information-sharing; consultant; inservice programs for a national administrator organization.

LAWRENCE, WILLIAM D.
Executive Director, Center for Christian Leadership, 3909 Swiss Avenue, Dallas, TX 75204
Phone: (214) 841-3515, **FAX:** (214) 841-3534
Course(s) and Program(s): Leading and Managing the Church; Dynamics of Leadership; Center for Christian Leadership.
Publications: (Coauthor) *Beyond the Bottom Line: Where Faith and Business Meet*, Moody Press, 1994.
Research in Progress: Pastoral/church leadership building; testing a theory of individualized personal view of leadership rather than a general prototype; character development; mentoring; gift assessment and development.
Resource Role: Panelist; speaker; information-sharing.
Interests: Transformational leadership; life change in leaders through a biblical focus on character, vision, and skill.

LEAHY, ROBERT
Stetson University, Box 8419, Deland, FL 32720
Phone: (904) 822-7073
Course(s) and Program(s): Hollis Leadership Program has developed courses that will count toward a leadership minor including Leadership in the Community (two variations) and Leadership in the Emerging Global Political Economy—A Florida Perspective; additional courses from the College of Arts and Sciences and the Business School.

LENSKI, TAMMY
Dean of Students, Trinity College of Vermont, 208 Colchester Avenue, Burlington, VT 05401
Phone: (802) 658-0337, **FAX:** (802) 658-5446
Course(s) and Program(s): Leadership Education Program.
Research in Progress: Women students and leadership roles; nontraditional (adult) students and campus leadership opportunities.
Resource Role: Information-sharing.

LE STORTI, ANTHONY J.
Director, Center for Creative Studies, Gwynedd Mercy College, Sumneytown Pike, Gwynedd Valley, PA 19437
Phone: (215) 646-7300
Course(s) and Program(s): The Creative Leader, a required course for education majors, emphasizes risk taking, intrapreneurship/entrepreneurship, and innovative thinking. Students are provided opportunities to enhance their skills in interpersonal dynamics and to take risks in leading groups toward achievement of authentic goals in real problem situations.

LONERGAN, WALLACE
Chair, Business and Economics Division, Albertson College of Idaho, 2112 Cleveland Boulevard, Caldwell, ID 83605
Phone: (208) 459-5802, **FAX:** (208) 454-2077
Course(s) and Program(s): Leadership Seminar; Extradepartmental Minor in Leadership Studies (proposed).
Publications: *Strategies for Leadership Development*, Albertson Leadership Program, Albertson College of Idaho, 1993; *Future Executives Will Need the Liberal Arts*, Albertson Leadership Program, Albertson College of Idaho, 1993.
Research in Progress: Longitudinal research tracks participants of the leadership-studies program, then tracks their career progress following graduation.
Resource Role: Panelist; speaker; consultant.
Interests: Undergraduates' leadership performance and assessment of their potential in a liberal-arts college setting.

MAILLET, LEANDRE
Director, Military Psychology & Leadership, College Militaire Royal de Saint-Jean, Saint Jean, Quebec, CANADA J0J 1R0
Phone: (514) 358-6556, **FAX:** (514) 358-6799
Course(s) and Program(s): Leadership, a 45-hour course; Center for Research and Expertise in Leadership.
Publications: *Leadership in the Canadian Army:*

Departmental Report (in French), College Militaire Royal, 1994; *Leadership in the Canadian Navy: Departmental Report* (in English), College Militaire Royal, 1994.
Research in Progress: Taxonomy of leadership in the Canadian Air Force, Army, and Navy.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Military leadership in the year 2000; changing roles; what sociology can bring to our understanding of leadership.

MAKUAKANE-LUNDIN, GAIL
Hawaiian Leadership Development Program Coordinator, University of Hawaii–Hilo, 200 West Kawili Street, Hilo, HI 96720-4091
Phone: (808) 961-9413, **FAX:** (808) 961-9413
Net Address: GAILML@UHUNIX
Course(s) and Program(s): Hawaiian Leadership, Hawaiian Studies is a course to define and examine Hawaiian leadership and to meet successful Hawaiian leaders. Hawaiian Leadership Development Program is for 25 talented Native Hawaiians to develop leadership skills, succeed in college, participate in cultural experiences, serve as role models, and strengthen community ties. Goals are achieved through coursework, cultural exposure, mentor-student relationships, community-service projects, workshops, and seminars.
Research in Progress: Longitudinal study on the program's effects on retention of and graduation of Native Hawaiian college students.
Resource Role: Panelist; information-sharing; consultant.
Interests: Obtaining resources to provide leadership training for minority students in the area of national and international affairs, including internships.

MARKLEY, W. LARRY
Brown-Lupton Student Center, Texas Christian University, P.O. Box 32919, Fort Worth, TX 76129
Phone: (817) 921-7927, **FAX:** (817) 921-7333
Course(s) and Program(s): Leadership I to enhance freshman and sophomore skills; Leadership III—Training the Trainers; Senior Men's Symposium to prepare graduating seniors for what lies ahead; TCU Leadership Development Program.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Continued development of TCU seven-year-old Leadership Development Program.

MATHENY, B. SUZANNE
Dean of Students, Belmont University, 1900 Belmont Boulevard, Nashville, TN 37212
Phone: (615) 385-6407, **FAX:** (615) 385-6497
Interests: Leadership development through TQM methods.

MAYO, CYNTHIA
Associate Professor, Virginia State University, 6106 Phelps Street, Glen Allen, VA 23060
Phone: (804) 524-5761, **FAX:** (804) 264-1806
Course(s) and Program(s): Lectures and Leadership Development in the Hospitality Industry; Community Program for youths, grades 8-12.
Publications: "Perceptions of African Americans at historically Black colleges"; "Developing leaders for the 21st century"; "Leadership and a sense of community"; "Developing youth leaders: A model for practical applications."
Research in Progress: Assessment of cognitive skills applicable to leadership development.
Resource Role: Panelist; speaker; consultant.
Interests: Leadership theory and principles needed to prepare college students for future leadership roles in a global society.

McCLUSKY, JOHN E.
Director, Nonprofit Management and Leadership Program, University of Missouri, 318 Lucas Hall, 8001 Natural Bridge Road, St. Louis, MO 63121
Phone: (314) 553-5911, (314) 726-6888, **FAX:** (314) 726-6889
Course(s) and Program(s): Nonprofit Management and Leadership Program offers full-credit, semester-long courses and short, non-credit courses for practicing managers, professionals, board members, and other leaders of nonprofit, volunteer organizations and for students specializing in these areas. Courses include Management of Arts or Cultural Organizations, a seminar; Leadership Practice and Ethics in Nonprofit Organizations, a seminar; Leadership and Management of Nonprofit Organizations, a course for credit.
Publications: "The community college as community leadership developer"; "Education of nonprofit organization administrators: Missionaries or managers?"; "Principles of leadership education through internship learning."
Resource Role: Panelist; speaker; information-sharing; consultant.

McDADE, SHARON
Assistant Professor of Higher Education, Principal Advisor for Higher Education Administration Degree and Executive Programs, Teachers College, Columbia University, 525 West 120th Street, Box 101, New York, NY 10027
Phone: (212) 678-3750, **FAX:** (212) 678-4048
Course(s) and Program(s): Leadership Theory and Practice; Leadership Issues in Higher Education; Introduction to Leadership; masters and doctoral programs in higher education administration and leadership.
Publications: (Coauthor) *Investing in Higher Education: A Handbook of Leadership Development*, American

Council on Education/ORYX Press, 1992; others.
Research in Progress: Case studies on leadership roles and issues in higher-education administration; application of the Center for Creative Leadership's "Lessons of Experience" work to the development of leadership in higher education; study of how non-hierarchical leaders exert leadership.
Resource Role: Panelist; speaker; information-sharing; consultant; teach theory of leadership development through ongoing professional programs and activities; research, teaching, and workshops on leadership teams, their functioning, improvement, and development.
Interests: Development of leadership skills for higher-education administrators; leadership among mid-level administrators.

McEWEN, CYNTHIA
Executive Expeditions, 131 Village Parkway, Suite 4, Marietta, GA 30067
Phone: (404) 951-2173, **FAX:** (404) 951-0437
Course(s) and Program(s): Executive Expeditions provides experiential learning laboratories for executives, managers, and employees. Programs include Leadership in Action; Leadership—The Inner Journey; Coaching for Peak Performance; Negotiations—Getting Beyond Conflict; Teamwork in Action; Beyond Teamwork; Quest for Quality; Total Quality Teams; Total Quality Leadership; Empowerment—The Power Within You; Strategic Expeditions; Beyond Diversity.
Publications: "Outdoor training: Revolution or fad? Creating organizations that work," *Training and Development*, 1991.
Resource Role: Panelist; speaker; information-sharing; consultant.

McFARLAND, LYNNE
Chairman and CEO, Leadership Into Next Century (LINC), 57 Lake Shore Drive, Irvine, CA 92714
Phone: (714) 552-4821, **FAX:** (714) 552-4904
Course(s) and Program(s): 21st Century Leadership for executives.
Publications: (Coauthor) *21st Century Leadership: Dialogues with 100 Top Leaders*, Leadership Press, 1994; "The art of being a leader," LINC Corporation, 1994.
Research in Progress: Consulting with top leaders from every sector of society and throughout the world; determination of the key elements of high-quality leadership and leading a high performance enterprise in the 1990s and beyond; piloting youth-leadership educational programs in the field, from high school through college age and into early adult.
Resource Role: Panelist; speaker on vision, values, culture, empowerment, diversity, total quality, superior service, social responsibility; information-sharing; consultant.
Interests: Willing to cosponsor a national or global-leadership forum.

McGETTIGAN, LISA
Division of College Programming, Pennings Activity Center, St. Norbert College, DePere, WI 54115
Phone: (414) 337-3149, **FAX:** (414) 337-4092
Course(s) and Program(s): Basic and advanced leadership courses.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Implementation, participation, and evaluation of the National Leadership Symposium; leadership theory and practice; recognition systems; leadership in higher education; gender issues; ethics; development of a comprehensive campus-leadership program.

McKEAGE, ROBERT L.
Associate Dean and Associate Professor, School of Management, University of Scranton, P.O. Box 3718, Scranton, PA 18505
Phone: (717) 941-7703, **FAX:** (717) 941-4201
Net Address: RLM354@Jaguar.ucs.edu
Course(s) and Program(s): Business Leadership Program, a two-year honors program with specialized classes, mentorship, field trips, and guest speakers.
Research in Progress: Traits and characteristics in the emergent leadership process of small groups.
Resource Role: Panelist; speaker; information-sharing regarding experience with program development.

McKENNA, CHARLES D.
Associate Dean, U.S. Marine Corps Command & Staff College, 2076 South Street, Quantico, VA 22134
Phone: (703) 640-2961, **FAX:** (703) 640-2628
Course(s) and Program(s): The Civil War; Amphibious Warfare in the 20th Century. Both courses emphasize leadership as a key element of analysis. Leadership is a recurring theme throughout the curriculum.
Research in Progress: Central Solomon's Campaign in World War II; Marine General Roy Geiger.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Leadership from the historical perspective.

McKNIGHT, C. CUYLER, III
Assistant Professor of Military Science, North Georgia College, P.O. Box 156, Dahlonega, GA 30533
Phone: (706) 864-1776, **FAX:** (706) 864-1637
Course(s) and Program(s): Military Professional Ethics is a course that looks at the military as a profession, the ethical decision-making process used in the military, and the factors influencing ethical decisions in a military situation. Students discuss actual cases resulting from military decisions and actions and then compare military ethics with those of the civilian community.

Research in Progress: On-site research on the influence of military ethics and the honor code of an essentially military college and its corps of cadets.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Development of a Program of Leadership Studies, incorporating academic curriculum and leadership-development experiences, leading to a minor in leadership.

McREYNOLDS, JANET
Assistant to the Provost, Southern Illinois University, P.O. Box 1021, Rendleman Building, Edwardsville, IL 62026-1021
Phone: (618) 692-3778
Resource Role: Panelist; speaker; consultant.
Interests: Development of a leadership program.

MENDEL, STUART
Director of Graduate Programs, Mandel Center for Nonprofit Organizations, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, OH 44106-7235
Phone: (216) 368-8566, **FAX:** (216) 368-4793
Course(s) and Program(s): Masters of Nonprofit Organizations; leadership in the arts, community, religion, and education.
Resource Role: Panelist; speaker; information-sharing; consultant in the areas of nonprofit management, fund development, board governance and leadership, planning, and marketing.

MEREDITH, SAM T.
Professor, Political Science, Blackburn College, Carlinville, IL 62626
Phone: (217) 854-3231 x267, **FAX:** (217) 854-8564
Net Address: BLACKBU@CEDAR.CIC.NET
Course(s) and Program(s): Constructive Resolution of Conflict; Theory and Practice of Leadership; leadership studies in general-education program.
Research in Progress: Development of curriculum for using students' experiences (i.e., work and social experiences) as part of the leadership-education process; development of role-play simulations for use in undergraduate political science classes.
Resource Role: Panelist; information-sharing.

MILES, C. SUE
Program Leader, Cornell University, Room N 126 MVR, Ithaca, NY 14851
Phone: (607) 255-2244, **FAX:** (607) 255-3767
Net Address: Sue_Miles@cce.cornell.edu
Publications: *Leadership in the 21st Century*; *Policy Education Making a Difference in the Public Arena*; *Leadership Effectiveness of Professional Home Economists.*
Resource Role: Panelist; speaker; consultant.
Interests: Collaboration with Bass and Avolio on transformational leadership; system-wide assessment and leadership development program; Cornell Cooperative Extension performance review and development system built on research.

MONTGOMERY, SUZANNE
President, Montgomery, Copley & Associates, 1812 Atlantic Boulevard, Jacksonville, FL 32207
Phone: (904) 398-1177, **FAX:** (904) 398-1199
Course(s) and Program(s): Leadership development training to organizations and community leadership groups.
Resource Role: Panelist; speaker; information sharing; consultant.
Interests: Feedback to participants regarding target leadership dimensions.

MOORE, JEANIE
Co-Director, North Carolina Community College Leadership Program, Rowan-Cabarrus Community College, P.O. Box 1595, Salisbury, NC 28144
Phone: (704) 637-0760
Course(s) and Program(s): North Carolina Community College Leadership Program.

MOORE, STEVE
Vice President, Seattle Pacific University, 3307 Third Avenue West, Seattle, WA 98119
Phone: (206) 281-2041, **FAX:** (206) 281-2730
Course(s) and Program(s): Introduction to Student Leadership Development, with a focus on servant-leadership and Christianity, prepares freshmen and sophomores for positions as Student Ministry Coordinators and Peer Advisors. Advanced Leadership, for leaders of student organizations, explores the philosophies, strategies, and skills of leadership in an experiential format. Training events include Back to School Leadership Training Conference; Pacific Northwest Leadership Conference; Spring Training for Leadership.

MORRISON, DAVID
Involvement Systems, Inc., 34 Buccaneer Point, Frisco, TX 75034
Phone: (214) 625-1099, **FAX:** (214) 625-6330
Course(s) and Program(s): Involvement Systems offers programs to organizations. Creative Problem Solving is a three-day experiential program for basic skills, facilitation skills, and a train-the-trainer format. Teambuilding is a customized course to develop team decision making, teach communication skills, build trust, and clarify goals. Other courses include Feedback Workshop; Valuing Diversity; Creating Team Innovation.
Publications: "Creative problem solving," in Gryskiewicz & Hills (Eds.), *Readings in Innovation*,

1992; "Fact finding: The key to innovation," *Supervisory Management*, 1991.
Resource Role: Speaker; trainer; information-sharing; consultant; work with Fortune 100 companies to increase productivity by involving people in more and different ways; help organizations become participative; help organizations to better utilize the mental assets of their organization; help individuals and groups recognize and change their paradigm.

MORRISSEY, ANN
Program Coordinator, University of Rhode Island, Office of Student Activities, Room 234, Memorial Union, Kingston, RI 02881
Phone: (401) 792-2727, **FAX:** (401) 789-4475
Course(s) and Program(s): FLITE, First-year Student Leaders Inspired to Excellence, assists students in the process of self-development. They learn group dynamics and the connection between leadership and community responsibility through coursework and an all-day, off-campus retreat. Students are encouraged to participate in campus and community activities.
Resource Role: Information-sharing; consultant.

MOSS, JERRY
National Center for Research and Vocational Education, 420 Vo Tech Education Building, 1954 Buford Avenue, St. Paul, MN 55108
Phone: (612) 624-0718, **FAX:** (612) 625-6277
Publications: (Coauthor) *An Evaluation of Ten Leadership Development Programs for Graduate Students in Vocational Education*, National Center for Research in Vocational Education; (coauthor) "What makes a vocational administrator an effective leader?" *Journal of Industrial Teacher Education*, 1992; (coauthor) *Conceptualizing Leadership and Assessing Leader Attributes*, National Center for Research in Vocational Education, 1991; (coauthor) "Developing the 'Leader Attribute Inventory': An odyssey," *Journal of Industrial Teacher Education*, 1991.
Research in Progress: Six-year program of work includes conceptualization of leadership and leadership development; studies to test usefulness of the conceptualization; two instruments, *Leader Attributes Inventory* and *Leader Effectiveness Index*; studies to test the validity and reliability of the two instruments; formulation of a 90-clock hour leadership-development program.
Resource Role: Speaker; information-sharing; consultant.

MULLENDORE, RICHARD
Associate Vice Chancellor, Student Affairs, University of North Carolina–Wilmington, 601 South College Road, Wilmington, NC 28403-3297
Phone: (919) 395-3089, **FAX:** (919) 350-3805
Net Address: MULLENDORE@VXC.UNCWIL.EDU
Course(s) and Program(s): Student Leadership in Higher Education.
Resource Role: Panelist; speaker.

MURDOCK, MARY C.
Associate Professor, Coordinator, Educational Programs, Center for Studies in Creativity, 244 Chase Hall, State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, NY 14222
Phone: (716) 878-6223, **FAX:** (716) 878-4040
Net Address: Bitnet: MURDOCMC@SNYBUFUA
Course(s) and Program(s): Creative Leadership Through Effective Facilitation, an undergraduate course in the Creativity Minor program, exposes students to the concepts related to creative problem-solving groups.
Research in Progress: The influence of leadership on perceptions of creative climate in groups and organizations; multimethod (qualitative/quantitative) validation of *Climate for Innovation Questionnaire*.
Resource Role: Panelist; speaker; consultant.
Interests: Influence of leadership on creative climate; women in leadership—their creative strengths and challenges; managing conflict and diversity in groups; qualitative-research methodology.

MURRY, JOAN
Associate Dean, The Union Institute, 2878 Camino Del Rio South, Suite 115, San Diego, CA 92108
Phone: (619) 491-0484, **FAX:** (619) 491-9392
Course(s) and Program(s): Leadership Seminar, an interdisciplinary approach to the study of leadership theory, research, and practice.
Publications: *Transformation and Empowerment Through Leadership Education: A Study of Transformation and Empowerment in Selected Leadership Education Programs*, Ph.D. dissertation, The Union Institute, 1992.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Age- and gender-specific needs in educating for leadership.

MUSSELWHITE, W. CHRISTOPHER
Blue Ridge Resource Group, 415 Woodlawn Avenue, Greensboro, NC 27410
Phone: (910) 272-9530, **FAX:** (910) 273-4090
Course(s) and Program(s): Programs for senior-level executives include Dimensions in Leadership; Questions of Leadership; Managing the People Process.
Publications: "Mysteries of leadership revealed in the Amazon," *International Journal of the W. K. Kellogg Foundation*. Simulations include AWAKA: An exploration in diversity; World Products International (global leadership); OurTown (change); Doorfland (diversity); Piedmont Apparel (systems and total quality); Paper Planes (work redesign).

NESBITT, MARTHA T.

Vice President for Academic Affairs, DeKalb College, 3251 Panthersville Road, Decatur, GA 30034

Phone: (404) 244-2370, **FAX:** (404) 244-2996

Resource Role: Panelist; speaker; consultant.

Interests: Characteristics of effective leaders; leadership among academic administrators through modeling presentations and programs; presentations at Leaders Conference sponsored by Institute for Leadership Development of Maricopa Community College.

NEW, J. RANDOLPH

Dean, College of Business Administration, Loyola University, 6363 St. Charles Ave., New Orleans, LA 70118

Phone: (504) 865-3546, **FAX:** (504) 865-3496

Course(s) and Program(s): Business Leadership.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Building leadership development into undergraduate and MBA programs.

NEWMAN, KAREN L.

Associate Dean for Graduate Programs, School of Business, Georgetown University, Washington, DC 20057

Phone: (202) 687-3769, **FAX:** (202) 687-7809

Net Address: NEWMANK@GUVAX

Course(s) and Program(s): Managing Change in Organizations.

Publications: "Procedural justice and ethical decision making," *Social Justice Research*, 1993; "The just organization: Creating and maintaining justice in work environments," presented at the Washington and Lee Law School Conference on New Directions in Corporate Law, 1993; (coauthor) "The effect of work unit climate on work unit performance," *Proceedings of the 45th Annual Meeting of the Industrial Relations Research Association*, 1993; [Gaertner] "The effect of ethical climate on managers' decisions," in Coughlin (Ed.), *Morality, Rationality and Efficiency: Perspectives on Socio-Economics*, M. E. Sharpe, 1991.

Research in Progress: Creating and maintaining ethical work climates using *Looking Glass, Inc.® University Edition* with modifications.

Resource Role: Panelist; speaker; information-sharing; consultant.

Interests: Management practices leading to high-performing work units; "tough love," a mixture of task and interpersonal orientation in different cultures.

NICOLOSI, TERI

Marketing and Operations Coordinator, Columbia Executive Program, 324 Uris Hall, New York, NY 10027

Phone: (212) 854-8201

Course(s) and Program(s): Diversity Leadership Seminar.

NYGREN, DAVID

Director, Center for Applied Social Research, DePaul University, 2219 North Kenmore Avenue, Chicago, IL 60614

Phone: (312) 362-5700, **FAX:** (312) 362-5703

Course(s) and Program(s): Psychology of Leadership, for advanced graduate students, examines the key psychological and managerial paradigms that govern the current praxis of organizational leadership within the context of the history of leadership research. It provides experimental and exploratory-learning opportunities from interviews with effective organizational leaders and a research proposal.

O'BRIEN, KATHLEEN A.

Professor & Academic Dean, Alverno College, 3401 South 39th Street, P.O. Box 343922, Milwaukee, WI 53234-3922

Phone: (414) 382-6084, **FAX:** (414) 382-6354

Net Address: ALVEROBR@class.org

Course(s) and Program(s): Women and Leadership—Turning Vision into Deeds; integrating leadership education throughout the curriculum.

Publications: "Problem-solving ability," in *The Challenge of Problem-based Learning*, 1991; others.

Research in Progress: Use of portfolios to document leadership development.

Resource Role: Panelist; speaker; information-sharing.

Interests: Development of Exxon Foundation-funded project.

O'TOOLE, JAMES

19912 Pacific Coast Highway, Malibu, CA 90265

Phone: (310) 456-1424

Publications: *The Executive's Compass: Timeless Ideas that Shape Today's World,* Aspen Institute Executive Seminar, 1993.

Role: Panelist; speaker; consultant.

Interests: Business and society; corporate culture and leadership.

PALMER, CATHERINE E.

Executive Director, Wilderness Education Association, Box 89, Saranac Lake, NY 12983

Phone: (518) 891-2915 x254, **FAX:** (518) 891-2915 x214

Course(s) and Program(s): WEA promotes wilderness education and preservation through leadership training, primarily at the college level, in their backpacking, rafting, mountaineering, ice climbing, and kayaking courses. Courses with restricted admission include WEA National Standard Program and WEA Steward Program.

Publications: *The Backcountry Classroom: Lesson Plans for Teaching in the Wilderness*, ICS Books, 1992; *The Wilderness Educator*, ICS Books, 1991.
Research in Progress: Outdoor leadership; decision making in the backcountry; ecosystem management; access and impact on public land; attitudinal and motivational factors of land use and recreation at universities and colleges across the country through the WEA affiliate network.
Resource Role: Panelist; speaker; information-sharing; consultant; provider of expedition-based outdoor leadership courses to schools and organizations.
Interests: The WEA has embarked upon a number of collaborative projects with private and federal land management agencies, schools, and outing clubs.

PARENTE, BETSY ALLAN
Associate Director, Student Activities, University of New Hampshire, 126 Memorial Union, Durham, NH 03824
Phone: (603) 862-1001
Course(s) and Program(s): Emerging Leader Program.

PARKER, KEVIN
Director of Student Services, Birmingham-Southern College, Box A-14, 900 Arkadelphia, Birmingham, AL 35254
Phone: (205) 226-4725, **FAX:** (205) 226-4931
Course(s) and Program(s): Freshman Leadership Development Course, offered to selected students, meets bimonthly to build a foundation for future leadership roles at BSC. Course objectives are to assess student needs, increase awareness of leadership skills, promote understanding of others, increase self-confidence, and improve communication skills.

PARNES, SIDNEY J.
Past Chairman, Creative Education Foundation, 1050 Union Road, Buffalo, NY 14224
Phone: (716) 675-3181
Publications: *Source Book for Creative Problem-solving: A Fifty Year Digest of Proven Innovation Processes*, Creative Education Foundation, 1992.
Resource Role: Panelist; speaker; consultant.
Interests: Updating *A Facilitating Style of Leadership* and *The Magic of Your Mind*.

PATTESON, BARBARA J.
Director, Personnel Development Services, Department of Personnel Training, 101 North 14th Street, James Monroe Building, Richmond, VA 23219
Phone: (804) 225-2145, **FAX:** (804) 371-0164
Course(s) and Program(s): Virginia Executive Institute; Commonwealth Management Institute; 24 different (half-day, one-day, and two-day) courses for state employees.

PEARSON, ALAN W.
Director, R&D Research Unit, and Dean, Manchester Business School, University of Manchester, Booth Street West, Manchester M15 6PB, England
Phone: (061) 275-6455, **FAX:** (061) 273-7732
Course(s) and Program(s): Creative Leadership for R&D Managers; Career Management Program.
Publications: "Management development for scientists and engineers," *Research-Technology Management*, 1993; "Total quality in R&D," *Journal of General Management*, 1993; (coauthor) "Job demands and managerial learning in the research and development function," *Human Resource Development Quarterly*, 1991.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Leadership/management development for scientists and technologists; careers of Manchester MBA graduates; innovation management.

PEARSON, CARMEN L. G.
North Carolina Cooperative Extension Service, Program, Staff and Organizational Development, North Carolina State University, College of Agriculture and Life Sciences, Box 7607, Raleigh, NC 27695-7607
Phone: (919) 515-2707, **FAX:** (919) 515-1965
Net Address: cpearson@ricks.css.ncsu.edu
Course(s) and Program(s): Executive Development Institute, three sessions in January, March, and May 1994, involving 100 North Carolina county extension directors, other cooperative extension administrators and resource persons.
Resource Role: Share information regarding experience as previous Director of the Family Community Leadership Program at the University of Guam.
Interests: Leadership education for women and minorities.

PERREAULT, GERRI
Director, Leadership Studies Program, University of Northern Iowa, 103 S.S.C, Code 0382, Cedar Falls, IA 50614
Phone: (319) 273-6898
Course(s) and Program(s): Leadership Studies Program, a curricular and cocurricular program.

PETERSON, MARK
Extension Specialist, Community Development, University of Arkansas, Cooperative Extension Service, P.O. Box 391, Little Rock, AR 72203
Phone: (501) 671-2072, **FAX:** (501) 671-2251
Course(s) and Program(s): Community Development.
Publications: "Creating entrepreneurial communities in the information age," Presented to the Community Development Institute, Conway, AR, 1993.

Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Leadership required for communities to flourish in the information Age; development of set of leadership principles for the 21st century.

PHILLIPS, SARA
Director, Personnel Services, University of Tennessee, 711 E Andy Holt Tower, Knoxville, TN 37996-0174
Phone: (615) 974-2243, **FAX:** (615) 974-1324
Net Address: PC76158@utkvml
Course(s) and Program(s): Institute for Leadership Effectiveness is an interactive, experiential leadership-development program for faculty and staff in its 12th year. At a week-long program, participants use problem-solving activities, simulations, case studies, theoretical reading materials, self-assessment instruments, and guest speakers to identify problems and recognize potential. Areas covered include group process, managing conflict, power, networking, campus culture, personal communication style, and organizational dynamics.
Resource Role: Panelist; speaker; information-sharing; consultant.

PLOUGH, THOMAS R.
Executive Vice-President & Provost, Rochester Institute of Technology, 6 Lomb Memorial Drive, Rochester, NY 14623
Phone: (716) 475-2392, **FAX:** (716) 475-5700
Net Address: TRPPRO@RITVAX.ISC.RIT.EDU
Course(s) and Program(s): Sociology of Leadership.
Publications: "The total quality management movement (TQM): Preaching good sociology in educational settings" (forthcoming chapter in 1994 ACPA book).
Research in Progress: Technology transfer, distance learning, and TQM, with leadership as a core competency for all three.
Resource Role: Panelist; speaker; information-sharing; consultant on managing technology through relationships, distance learning and appropriate technology, productivity in the context of shared community.
Interests: Benchmarking in higher education; productivity in higher education; followership as a primary vehicle of leadership; leadership in the professions; Executive Task Force on Quality awards.

POSNER, BARRY
Santa Clara University, Leavey School of Business & Administration, Santa Clara, CA 95053
Phone: (408) 554-4634, **FAX:** (408) 554-5143
Net Address: BPOSNER@SCU.EDU
Course(s) and Program(s): The Leadership Challenge Workshop.
Research in Progress: The Leadership Challenge; *Leadership Practices Inventory*; credibility.
Resource Role: Panelist; speaker.

PRINCE, HOWARD T., II
Dean, Jepson School of Leadership Studies, University of Richmond, Richmond, VA 23173
Phone: (804) 289-8903, **FAX:** (804) 287-6062
Net Address: PRINCE@URVAX.URICH.EDU
Course(s) and Program(s): Jepson School offers undergraduate major and minor in Leadership Studies, an interdisciplinary approach that combines conceptual frameworks derived from theory and research with experiential learning. Methods include internships, service learning, and active learning.
Resource Role: Panelist; speaker; information-sharing; consultant.

RAAK, MARTHA
Dean, Office of Continuing Education, Seton Hill College, Greensburg, PA 15601
Phone: (412) 838-4208, **FAX:** (412) 830-4611
Resource Role: Panelist; speaker; information-sharing; consultant; workshops; catalyst.
Interests: Women in politics; women in the workforce; lifelong learning; civic education; voluntary non-governmental organizations' impact on society; international affairs; educational travel; board member for Habitat for Humanity and Girl Scouts.

RATZ, JIM
Executive Director, National Outdoor Leadership School, 288 Main Street, Lander, WY 82520
Phone: (307) 332-6973, **FAX:** (307) 332-3631
Course(s) and Program(s): National Outdoor Leadership School, leadership training in a wilderness setting with courses ranging from two weeks to 95 days.
Publications: *NOLS Wilderness First Aid*; *NOLS Wilderness Primer*; *NOLS Wilderness Mountaineering*; *Soft Paths: How to Protect and Enjoy the Wilderness*; *Soft Paths* video.
Resource Role: Panelist; speaker; information-sharing; consultant.

RAYNIS, SUSAN
Professor of Management, Clarkson University School of Management, Potsdam, NY 13699-5790
Phone: (315) 268-6437, **FAX:** (315) 268-3810
Course(s) and Program(s): MBA Leadership/Managerial Development Program targets the skills that employers have identified as critical to managerial success, and provides intensive assessment and development of those skills throughout the MBA program. Skills include self-awareness, feedback, goal-setting and growth, training and development, teamwork, and practical business skills.
Research in Progress: Investigation of the predictive validity of leadership and managerial skills assessed in MBAs; comparison of self, peer, and professional assessment of skills in terms of validity and typical rating errors.

Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Leadership skills development in MBAs; creation of a comprehensive program using peer/self feedback in the development process.

RECKMEYER, WILLIAM J.
Professor of Leadership & Systems, Department of Anthropology, San Jose State University, San Jose, CA 95192-0113
Phone: (408) 924-5342, **FAX:** (408) 924-5348
Publications: Book and articles in progress.
Research in Progress: Development of an integrative approach to "Renaissance Leadership for the 21st Century"; clarifying the systemic characteristics of modern leadership, identifying the emerging kinds of collaborative leadership our planet needs for the coming years, and developing appropriate forms of multidimensional leadership education so our multicultural world can exercise greater foresight and wisdom in creating its own future.
Resource Role: Panelist; speaker; information-sharing; national program consultant for the American Leadership Forum.

REED, TIMOTHY A.
Assistant Director of Student Activities, Virginia Polytechnic Institute, 329 Squires Student Center, Blacksburg, VA 24061-0138
Phone: (703) 231-5725, **FAX:** (703) 231-5430
Course(s) and Program(s): Student Leadership Seminar is a noncredit, 12-hour seminar in advanced leadership training for student leaders to learn theory, followership, diversity, ethics, and transitions. Student Organizations Management Seminar, a six-week seminar to educate potential leaders on the art of managing a student organization, combines traditional classroom instruction with experiential learning.

REGAN, MARGUERITE
Director of Curriculum, Congressional Youth Leadership Council, 1511 K Street, N.W., #842, Washington, DC 20005
Phone: (202) 638-0008 x144, **FAX:** (202) 638-4257
Course(s) and Program(s): The National Young Leaders Conference helps high-school students achieve leadership potential by providing experiential training in Washington, DC. Students examine leadership in the context of national and global issues and discuss these issues with policy makers.
Research in Progress: Development of youth-leadership activities; experiential education and leadership development.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Leadership styles; curriculum development in leadership studies and activities; development of political leaders.

REISCH, MICHAEL
Department of Social Work Education, San Francisco State University, 1600 Holloway Ave, San Francisco, CA 94132
Phone: (415) 338-2715, **FAX:** (415) 338-0591
Course(s) and Program(s): Nonprofit administration in human services field.
Resource Role: Panelist; speaker; consultant.

RICE, DONALD E.
Department of Speech Communications & Theater Art, Concordia College, 901 South Eighth Street, Moorhead, MN 56562
Phone: (218) 299-4430
Publications: *The Rhetorical Uses of the Authorizing Figure: Fidel Castro and Jose Marti*, Praeger, 1992.
Research in Progress: Sources of political authority and types of leadership in social movements.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Leadership phenomena as resources for classroom or consultation.

ROBY, PAMELA
Professor of Sociology, University of California, 203 Palo Verde Terrace, Santa Cruz, CA 95060
Phone: (408) 459-2587
Course(s) and Program(s): Sociology of Leadership for students currently in leadership positions.

ROCKINGHAM, CONSTANCE
Vice President for Student Affairs, Southern Illinois University at Edwardsville, Box 1058, Edwardsville, IL 62026
Phone: (618) 692-2020, **FAX:** (618) 692-3388
Course(s) and Program(s): Student Leadership Development Program—Building Your Leadership Potential.

ROHRER, JOHN D.
Assistant Director, State Leader in Community Development, Ohio State University Extension, 2120 Fyffe Road, Columbus, OH 43210
Phone: (614) 292-8436, **FAX:** (614) 292-7341
Net Address: rohrer.2@osu.edu
Course(s) and Program(s): Community development programs; Project Excell, a comprehensive personal-development program for existing and emerging leaders in local communities.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Community leadership; leader-training

project in the public sector; leadership for economic development.

ROONEY, GAIL S.
Vice President of Student Development, Briar Cliff College, 3303 Rebecca Street, Sioux City, IA 51104-2100
Phone: (712) 239-4775
Course(s) and Program(s): Leadership Scholars Program, a four-year developmental experience.

ROSEN, PHILIP T.
Dean, College of Arts & Sciences, Associate Professor of History, Troy State University, University Avenue, Troy, AL 36082
Phone: (205) 670-3399 x3386
Course(s) and Program(s): Modern American History focuses on leadership styles of U.S. leaders in government, business, education, and public service. Honors Program has capstone course in leadership offered in the College of Arts and Sciences.
Resource Role: Panelist; speaker; consultant.
Interests: Development of a leadership minor in the College of Arts and Sciences.

ROSENBACH, WILLIAM E.
Professor, Gettysburg College, Box 395, Gettysburg, PA 17325
Phone: (717) 337-6486, **FAX:** (717) 337-6488
Net Address: WROSENBA@GETTYSBURG.EDU
WROSENBA@GBURG.BITNET
Course(s) and Program(s): Director of the Leadership Development Center; Director of the Eisenhower Leadership Program Grant funded by U.S. Department of Education to develop cocurricular leadership training for undergraduate and secondary school students. Also, Leadership, Followership, and Teamwork; Working Effectively in Groups—The Role of Creative Leadership.
Publications: "Leadership, culture and performance: An exploration of relationships," (under review); *Contemporary Issues in Leadership*, 3rd ed., Westview Press, 1993; (coauthor) *Military Leadership: In Pursuit of Excellence*, 2nd ed., Westview Press, 1992; (coauthor) "Assessing transformational leadership and its impact," in Clark, Clark, & Campbell (Eds.), *Impact of Leadership*, Center for Creative Leadership, 1992.
Research in Progress: Relationship of transformational leadership, organization, culture and performance; followership and leadership development; teamwork and collaboration.
Resource Role: Panelist; speaker; information-sharing; consultant; joint research.

RUDE, CHERYL L.
Director of Leadership Development, Southwestern College, 100 College, Winfield, KS 67156
Phone: (316) 221-8381, **FAX:** (316) 221-8224
Course(s) and Program(s): Leadership Southwestern offers curricular and cocurricular courses. Emerging Leadership, a course for credit, involves reading, papers, a team project, critique, and class discussion. Exploring Leadership, for students already in campus leadership positions, includes a retreat, journal-keeping, weekly discussion groups, and performance evaluation. Applied Leadership places students in four modules to practice skills. Advanced Leadership students design and implement a project, such as a retreat, workshop, or activities fair.
Resource Role: Speakers bureau; information-sharing; consultant.

RUDOLPH, LINDA B.
Associate Vice President for Planning and Institutional Effectiveness and Director, President's Emerging Leaders Program, Austin Peay State University, P.O. Box 4755, Clarksville, TN 37044
Phone: (615) 648-6184, **FAX:** (615) 648-7475
Course(s) and Program(s): President's Emerging Leaders Program is a four-year program for students who apply and are accepted. Courses include Introduction to the Study of Leadership; Leadership Issues; Ethics in Leadership; Great Leaders; Practical Experiences in Leadership. Forty hours of volunteer work must be completed during the freshman year and 30 hours during the junior year. Senior internships and mentor relationships are arranged. The emphasis is on multicultural/international education.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Impact of APSU community mentor experience on both the mentor and the student; strategic planning and assessment; total quality management.

RUSSELL, DIANNE
Associate Director, Institute for Conservation Leadership, 2000 P Street, N.W., #413, Washington, DC 20036-5915
Phone: (202) 466-3330, **FAX:** (202) 659-3897
Course(s) and Program(s): Conservation of the Earth's Environment.

SAFRIT, DALE
Assistant Professor, Ohio State University, Agricultural Administration Building, 2120 Fyffe Road, Room 25, Columbus, OH 43210
Phone: (614) 292-8436, **FAX:** (614) 292-7443
Net Address: safrit.1@osu.edu
Course(s) and Program(s): Leadership Development in Agriculture.
Publications: (Coauthor) "Values: Acting on our shared beliefs," *Journal of Home Economics*, 1992; (coauthor) "Critical thinking: Enhancing adolescent decision making," *Journal of Home Economics*, 1992; (coeditor) *The Ohio 4-H B.L.A.S.T.! Program: Building Leadership*

and Skills Together, Ohio State University Extension, 1992.
Research in Progress: Volunteer leadership in five Ohio urban communities; examination of demographics, motivations, activities, and barriers for current volunteers and non-volunteers.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Organizational values clarification; strategic planning; volunteerism as related to leadership development.

SANDLER, BERNICE
Senior Associate, Center for Women Policy Studies, 2000 P Street, N.W., #508, Washington, DC 20036
Phone: (202) 872-1770, **FAX:** (202) 296-8962
Publications: "Women mentors," *Chronicle of Higher Education*, 1993; "Women faculty at work in the classroom, or, why it still hurts to be a woman in labor," Center for Women Policy Studies; *Sexual Harassment and Date Rape: Policy Guidelines for Boards*, Association of Governing Boards; contributor to *Educators Guide to Controlling Sexual Harassment*, Thompson Publishing; *About Women on Campus* quarterly newsletter.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Women leaders; subtle behaviors encountered by women leaders; sexual harassment; how training sessions inadvertently provide different treatment for women and men.

SAWYER, ROBERT
President and CEO, Rural Education Foundation, The Fuqua School, Farmville, VA 23901
Phone: (804) 392-4131, **FAX:** (804) 392-5062
Research in Progress: Development of a model school for the rural environment, focusing on technology, flexible curriculum, and the development of student leaders.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Potential leaders in the academically talented population.

SCHMUCK, RICHARD A.
Professor, University of Oregon, DEPM/College of Education, Eugene, OR 97403
Phone: (503) 346-1364, **FAX:** (503) 346-5174
Net Address: richardschmuck@oregon.edu
Course(s) and Program(s): Educational Leadership addresses differences between leadership and management in relation to schools and colleges. Leadership in Small Districts focuses on the unique challenge of trying to reform rural and other small school districts. Also, Policy Seminar—Leadership.
Publications: "The heart of participatory management," in *Handbook on Community College Administration*, College and University Personnel Association, 1994; "Beyond academics in the preparation of educational leaders: Four years of action research," OSSC Report, ERIC, 1993; *Group Processes in the Classroom*, 6th ed., William C. Brown, 1992; (coauthor) *Small Districts, Big Problems: Making School Everybody's House*, Corwin Press, 1992; books; chapters; research monographs; articles; technical papers; reviews.
Research in Progress: Experimental preparation program in educational leadership for prospective school principals.
Resource Role: Speaker; information-sharing; consultant in the U.S. and globally.

SCHWAB, KENNETH L.
President, Centenary College, 2911 Centenary Boulevard, P.O. Box 41188, Shreveport, LA 71134-1188
Phone: (318) 869-5101, **FAX:** (318) 869-5026
Net Address: KSCHWAB@CENTENARY.EDU
Resource Role: Panelist; information-sharing; consultant.
Interests: Development of a leadership program for undergraduate, graduate, and continuing-education students.

SCHWARTZ, STEPHEN
Dean, Marietta College, McDonough Center, 215 Fifth Street, Marietta, OH 45750-3031
Phone: (614) 374-4760, **FAX:** (614) 374-4763
Course(s) and Program(s): McDonough Center at Marietta College; undergraduate academic and experiential education; corporate training.
Resource Role: Panelist; speaker; information-sharing; consultant.

SCOTT, KATHERINE TYLER
Executive Director, Trustee Leadership Development, 719 Indiana Avenue, Suite 370, Indianapolis, IN 46202
Phone: (317) 636-5323
Course(s) and Program(s): Trustee Leadership Development offers leadership-education programs for nonprofit organizations.

SHARP, SALLY
Director of Student Leadership and Program Development, Miami University, 111 Warfield Hall, Oxford, OH 45056
Phone: (513) 529-2961, **FAX:** (513) 529-3445
Course(s) and Program(s): The Analysis of Leadership, part of a residential scholarship program with a retreat and a five-day visit to an urban area for meetings with community leaders; Etheridge Center for Reflective Leadership; Emerging Leaders Program; Scholar Leader Program; Leadership and Social Justice Series; Profiles in Leadership Program.

Resource Role: Panelist; speaker; information-sharing.
Interests: Construction of an organizational structure which spans several different functional areas and mirrors the working definition of leadership as an institution; the pedagogy of leadership or leadership education as a model of the concept of leadership.

SHARTLE-GALOTTO, MARY KAY
Assistant to the President, Montgomery College, 900 Hungerford Drive, Rockville, MD 20850
Phone: (301) 279-5274, **FAX:** (301) 279-5260
Course(s) and Program(s): Leadership Development Program; Leadership Development Institute offers an orientation and nine seminars for faculty, staff, and students to develop skills for leading "where they are."
Resource Role: Panelist; speaker; information-sharing.
Interests: As part of its cultural change, Montgomery College is encouraging all faculty and staff to develop their leadership skills to create an empowered, human-valued, and risk-taking environment.

SHAY, MONICA
New York University, 40 West 4th Street, 7-30, New York, NY 10012
Phone: (212) 998-0257, **FAX:** (212) 995-4235
Course(s) and Program(s): Community and Business Leadership is a 16-hour continuing education program for participants to experience new forms of leadership behavior, understand matrix relationships, accept the complexities and ambiguities of strategic leadership in the middle game, and practice taking risks. The program closes with a round-robin peer feedback session.

SHEEHAN, ROBERT M., JR.
Executive Director, LeaderShape, Inc., 4001 Kirby Street, Champaign, IL 61821
Phone: (217) 351-6200, **FAX:** (217) 355-0910
Course(s) and Program(s): LeaderShape Institute is a summer training program for persons ages 17-24. Six sessions lasting six days each are intended to develop young adults with integrity. The Team Challenge Course is an outdoor team-building experience which teaches trust, listening, self-esteem, and group problem solving. Sessions can be custom designed for one- or two-day programs.

SHELTON, JAMES E.
Twenty/Twenty Leadership, 121 Culbertson Road, Basking Ridge, NJ 07920
Phone: (908) 204-9201, **FAX:** (908) 204-9201
Course(s) and Program(s): Behavioral Analysis of Leadership Values for executives and organizational leaders, assesses leadership climate, then teaches skills for motivation, mentoring, and supervision.

SHIVELY, ROBERT W.
Professor, Babcock Graduate School of Management, Wake Forest University, Reynolda Station, P.O. Box 7659, Winston-Salem, NC 27109
Phone: (910) 759-4582, **FAX:** (910) 759-4514
Course(s) and Program(s): Leadership, the Law and Human Values addresses leadership functions through legal statutes and societal or personal guidelines that influence responsible executive behavior. Leading Change is based on the premise that leadership is ultimately about change, organizational adaptation, and crisis management.
Research in Progress: Case study of a Florida school superintendent.
Resource Role: Panelist; information-sharing; consultant.

SHRIBERG, ARTHUR
Associate Professor of Management, Xavier University, 3800 Victory Parkway, Cincinnati, OH 45207-5163
Phone: (513) 745-4371, **FAX:** (513) 745-4383
Course(s) and Program(s): Leadership, for undergraduate and graduate students in the College of Business Administration, assists students in developing their knowledge, attitudes, skills, and aspirations regarding leadership theory and practice. Students are assigned to work teams that must complete papers and book critiques as team projects.
Publications: (Editor) *Student Leader*, a newsletter published eight times a year, Magna Inc.; *The Emerging Leader* (book in progress); several articles relating to implementing diversity programs on college campuses and in small-business settings.
Research in Progress: The impact of a required freshman-year diversity course; the impact of Workforce 2000 on small businesses.
Resource Role: Panelist; speaker; information-sharing; consultant to college and university professional staffs and student leaders.
Interests: Strategic planning; skills development.

SIDES-WALSH, MINDY
Associate Director of Student Activities for Leadership, Office of Student Activities, University of North Carolina–Charlotte, Charlotte, NC 28223
Phone: (704) 547-2521, **FAX:** (704) 547-3434
Course(s) and Program(s): Leadership Theory and the Dynamics of Group Process.

SIMONS, GEORGE
George Simons International, The Galleria Office Park, 740 Front Street, Suite 335, Santa Cruz, CA 95060
Phone: (408) 426-9608, **FAX:** (408) 457-8590
Net Address: MCI: GSIMONS (SANTA CRUZ)
Course(s) and Program(s): Cultural, Ethnic, and Gender Differences in the Business Environment.

Publications: (Coauthor) *Transcultural Leadership*, Gulf Publishing, 1993; *Diversophy™, Understanding the Human Race*, a simulation, George Simons International, 1993.
Research in Progress: Collection of data worldwide on effective cross-cultural management practices and reproduction of data for learning and practice in the Diversophy™ game and other training and consulting designs.
Resource Role: Panelist; speaker; information-sharing; consultant; collaboration on projects of mutual interest.
Interests: Preparation of a book on managing sexual orientation issues in the workplace for publication in early 1994; preparation of training materials for multicultural leadership and management for publication in late 1994; production of four video-based leadership-training modules in Executive Visioning, Communication, Team Building, and Employee Development, with a special focus on leading the diverse workforce.

SLESINGER, LARRY
Vice President, National Center for Nonprofit Boards, Suite 510, 2000 L Street, N.W., Washington, DC 20036
Phone: (202) 452-6262, **FAX:** (202) 452-6299
Course(s) and Program(s): Workshops and meetings on nonprofit board development.
Publications: *Self-assessment for Nonprofit Governing Boards*, NCNB, 1991.
Resource Role: Information-sharing.

SMITH, DAVID C.
Director, Leadership Program, North Central College, P.O. Box 3063, Naperville, IL 60566-7063
Phone: (708) 420-3484, **FAX:** (708) 420-4234
Net Address: dcs@nccseq.noctrl.edu
Course(s) and Program(s): Leadership Projects; Leadership Theory; Leadership for Social Change and Renewal; Leadership Analysis; Leadership, Ethics, and Values Program.
Publications: Review of Cox, *Straight Talk for Monday Morning: Creating Values, Vision and Vitality at Work*, in *Business Ethics Quarterly*; review of Conger, *Learning to Lead: The Art of Transforming Managers into Leaders*, in *Journal of Business Ethics*.
Research in Progress: Editing special issue on leadership for the *Business Ethics Quarterly*.
Resource Role: Panelist; speaker; information-sharing; consultant; corporate trainer.
Interests: Moral Dimension of Leadership Conference.

SMITH, HARRY C.
Founder and CEO, Achievement Advancement Associates, 2029 East M-28, Marquette, MI 49855
Phone: (906) 249-1231, **FAX:** (906) 249-1231
Course(s) and Program(s): Graduate from Gridlock: Visionary Leadership for Business, Education Reform, Government, Family and Self, a 30-minute presentation; Visionary Leadership—Powerpoint for Shaping 21st Century Survival: Aesop's Fables Revisited, a two-hour presentation; Visionary Leadership: The Powerpoint for Productivity and Quality Excellence, a six-hour seminar.
Publications: "Graduate from gridlock," *Journal of Leadership Studies*, 1993.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Visionary leadership; intellectual honesty and high moral values as powerpoints for high achievement.

SMITH, JIM ARTHUR
Leadership Development Specialist, Senior Fellow, Leadership Development Systems, 155 Northpoint, Suite 203, High Point, NC 27262
Phone: (910) 869-0850, **FAX:** (910) 841-6069
Course(s) and Program(s): Goals, Priorities and Attitudes is an adult program at John Wesley College. Outdoor Wilderness Leadership Experience Labs for Executives are weekend expeditions. Administration of psychological tests, individual feedback, whitewater rafting, rapelling, and rock climbing are the methods used to challenge participants and reinforce leadership principles.
Publications: *Annotated Leadership Principles Notebook*; Articles in *Emerywood Magazine*.
Research in Progress: Connections between assessments and developmental plans for ongoing effectiveness and long-term change.
Resource Role: Panelist; speaker; information-sharing; consultant; gathering data through assessments; moving groups through developmental strategies; large- and small-group presentations; career planning.

SNODGRASS, WILDER
President, Training and Development Solutions, One Thorpe Avenue, Portsmouth, RI 02871
Phone: (401) 683-5260, (401) 849-9889 x172, **FAX:** (401) 849-0815
Course(s) and Program(s): Entrepreneurial Leadership and Time Management, for owners of start-up businesses, teaches how the principles of basic goal setting can lead to simplified employee-training practices and procedures and eventually lead to growth of the organization.
Publications: Articles in *Canada/U.S. Marine Technology Network*; *Sea Technology*, 1992.
Research in Progress: Use of employee-opinion surveys to assess organizational climate of leadership, attitudes, and ideas for improvement of products and services, and how these may be changing over time.
Resource Role: Panelist; speaker; information-sharing; consultant; facilitating programs of shared inquiries in learning organizations.
Interests: Transformational leadership; technology of

teamwork; member of Microsoft Consulting Network; use of time in career transition.

SPEARS, LARRY

Executive Director, Robert K. Greenleaf Center, 1100 West 42nd Street, Suite 321, Indianapolis, IN 46208
Phone: (317) 925-2677, **FAX:** (317) 925-0466
Course(s) and Program(s): The Robert K. Greenleaf Center offers courses and resources for organizational leadership and servant leadership.

STANTON, TIMOTHY

Director, Haas Center for Public Service, P.O. Box 5848, Stanford, CA 94309
Phone: (415) 723-0992, **FAX:** (415) 725-1133
Net Address: BITNET: CR.TKS@Forsythe.Stanford.edu
Course(s) and Program(s): Process and Practice of Community Service is an education seminar combining academic study and four hours a week of community service. Issues in Leadership explores basic theories and concepts of leadership and group process using a cross-cultural perspective. Other courses include Policy Making and Problem Solving at the Local and Regional Level; Local Government Internship Program. Haas Center provides students with leadership development opportunities in public-service programs and organizations.
Publications: "Education for democracy: Challenges and prospects in postsecondary education—Responses to Boyte and Barber," *Civic Arts Review*, Arneson Institute at Ohio Wesleyan, 1992; other articles and books.
Resource Role: Panelist; speaker on the Tom Peters Leadership Challenge program; information-onsharing; consultant.
Interests: Leadership for the public good; connection between leadership skills and ethical, socially responsible purposes; connection between service-learning and leadership studies.

STATON, RENEE

Coordinator, Leadership Education and Development Center, James Madison University, Student Activities Office, Harrisonburg, VA 22807
Phone: (703) 568-7892, **FAX:** (703) 568-6444
Course(s) and Program(s): The James Madison University LEAD Center.
Resource Role: Panelist; information-sharing.
Interests: Transformational leadership, as experienced by a group of student peer leadership consultants; microcosmic view of emerging leadership paradigms and the resulting issues, benefits, and concerns that follow.

STONE, BONNIE

Co-Director, North Carolina Community College Leadership Program, Durham Technical Community College, Durham, NC 27703
Phone: (919) 598-9391
Course(s) and Program(s): North Carolina Community College Program.
Research in Progress: Five-year report on outcomes for 1989-1994 participants in the North Carolina Community College Leadership Program.
Resource Role: Panelist; information-sharing.
Interests: Training for women and minorities; leading from within; women as leaders in the community-college system.

STUMPF, STEPHEN A.

Director, Center for Leadership, University of Tampa, 401 West Kennedy Boulevard, Tampa, FL 33606
Phone: (813) 253-6271, **FAX:** (813) 258-7408
Course(s) and Program(s): Executive Leadership Program; Sharpening the Edge of Leadership Performance; Strategic Leadership.
Publications: *The Growth Challenge: How to Build Your Business Profitably*, Dearborn Financial Publishing, 1993; (coauthor) "Beyond strategy formulation and implementation: Strategic management skills," *Journal of Management Education*, 1993; (coauthor) *Taking Charge: Strategic Leadership in the Middle Game*, Prentice Hall, 1992; (coauthor) "Management development: Choosing the right leadership simulation for the task," *Journal of Management Education*, 1992; (coauthor) "The effects of personality type on choices made in strategic decision situations," *Decision Sciences*, 1991; other articles, chapters, books, business cases.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Design and use of 11 large-scale management, in-basket style simulations for corporate training or MBA coursework: *Foodcorp II*, *Foodcorp International*, *Globalcorp*, *Metrobank*, *Investcorp*, *Financorp*, *The Mercado Food Company*, *The Northwood Arts Center*, *Landmark Insurance*, *Contract Management*, and *NAC*.

SUGERMAN, SARA

Associate Dean of Students, Colorado College, 14 East Cache la Poudre, Colorado Springs, CO 80903
Phone: (719) 389-6800, **FAX:** (719) 634-4810
Course(s) and Program(s): Women's Leadership Training Institute is a year-long training program which covers assertiveness, power speaking, support systems, sexual harassment, attitudes assessment, ropes course, *Myers-Briggs Type Indicator*, wellness, and public policy.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Leadership training for women college students.

SVARTOIEN, JODY I.

Assistant Dean of Students, Student Services, Creighton University, 2500 California Plaza, Omaha, NE 68178
Phone: (402) 280-2718, **FAX:** (402) 280-3450

Course(s) and Program(s): Creighton University Leadership Program.

TAMBORELLO, STEPHANIE M.
Director, Office of Student Development, University of Houston–Downtown, One Main Street, 903-S, Houston, TX 77002
Phone: (713) 221-8957, **FAX:** (713) 221-8076
Course(s) and Program(s): Partners in Leadership Program centers around diversity and valuing others' differences. Students, faculty, university staff, and community members interact to provide a nurturing environment for students to challenge concepts, take risks, assume new roles, and practice new skills.
Resource Role: Information-sharing.
Interests: Experiential learning and its application to leadership development.

TAYLOR, GAIL
Director, Student Activities, Cypress College, 9200 Valley View, Cypress, CA 90630
Phone: (714) 826-2220 x198, **FAX:** (714) 527-8238
Course(s) and Program(s): Leadership: Practical Applications of Leadership.
Resource Role: Panelist; information-sharing.

TAYLOR, ROBERT L.
Dean, School of Business, University of Louisville, Louisville, KY 40292
Phone: (502) 588-6443, **FAX:** (502) 588-7557
Net Address:
RLTAYL01@ULKYVM.LOUISVILLE.EDU
Course(s) and Program(s): The Effective Executive is a ten-week seminar for senior executives in private and public sectors. It incorporates selected readings, discussions, and the development of communication and feedback skills.
Publications: (Coauthor) *Contemporary Issues in Leadership*, 3rd ed., Westview Press, 1993; (coauthor) *Military Leadership: In Pursuit of Excellence*, 2nd ed., Westview Press, 1992.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Values in leadership; matching leaders' values expectations with those shared by followers; self-knowledge and self-confidence as preparation for leadership.

TOLLEY, JERRY R.
Assistant Vice President, Training/Recruitment, Roche Biomedical Laboratories, Inc., P.O. Box 2230, Burlington, NC 27216-2230
Phone: (919) 229-1127, **FAX:** (919) 229-1127
Course(s) and Program(s): Circle of Excellence Leadership Development Program.
Resource Role: Panelist; speaker; information-sharing; consultant.

TOWNSEND, CHRISTINE
Associate Professor, Texas A&M University, Department of Agriculture Education, College Station, TX 77843-2116
Phone: (409) 845-2951, **FAX:** (409) 845-6296
Course(s) and Program(s): Professional Leadership Development, an undergraduate three-hour semester course for juniors and seniors, concentrates on personal leadership-skill development and application of theory. Small-group sessions include simulations and larger lecture sessions include explanation of theory.
Research in Progress: The effect of leadership instruction to various student groups; the use of leadership simulation exercises in high-school leadership classes; the relationship of ethical decision-making skills and perceived leadership ability; perceived leadership skills of students and graduates.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Youth leadership development in agriculture (i.e., 4-H and FFA); best techniques for an applied and pragmatic approach to teaching leadership; personal leadership skill development.

TROYER, MARK
Director, Leadership Development, Asbury College, One Macklem Drive, Wilmore, KY 40390
Phone: (606) 858-3511 x2117, **FAX:** (606) 858-3921
Course(s) and Program(s): LEAD ON! Program for Leadership Development, funded by a start-up grant from the W. K. Kellogg Foundation, combines academic classes with workshops, community service, cocurricular transcript, challenge course, and special events. Minor in Leadership Studies proposed for fall 1994 includes Adventure Based Leadership; Leadership Seminar; Internship in Leadership; Group Communication and Leadership; Ethics; Leadership in Ministry; Outdoor Christian Leadership. A Leadership Resource Library is maintained for all programs.
Research in Progress: Comparison of a control group and an experimental group, involved in a leadership program, at the beginning and end of the freshman year using *Defining Issues Test, 16PF, Rokeach Value Survey*, and a leadership essay.
Resource Role: Information-sharing; consultant.
Interests: Proposal for minor in Leadership Studies.

TURNER, CRAIG
Vice President for Academic Affairs, Hardin-Simmons University, HSU Station, Drawer L, Abilene, TX 79698
Phone: (915) 670-1211, **FAX:** (915) 670-1527
Course(s) and Program(s): Introduction to Leadership.
Resource Role: Panelist; speaker; information-sharing.

Interests: Development of an Institute for Leadership with an academic minor in Leadership Studies.

UKERITIS, MIRIAM D.

Director, Institute for Leadership, DePaul University, 2219 North Kenmore Avenue, Chicago, IL 60614
Phone: (312) 362-5261, **FAX:** (312) 362-5703
Course(s) and Program(s): Institute for Leadership offers training in leadership competencies.
Publications: (Coauthor) "Competencies of religious leaders," *Review for Religious*, 1993; (coauthor) *The Future of Religious Orders in the U.S.: Transformation and Commitment*, Praeger, 1993.
Research in Progress: Competencies of outstanding CEOs in Catholic health care.
Resource Role: Panelist; speaker; information-sharing; consultant.

VAN RIPER, ROBYN

Program Director, LEAD, USA, P.O. Box 684, Bedford, NY 10506
Phone: (914) 234-6642
Net Address: lead@igc.org
Course(s) and Program(s): LEAD, USA supports the LEAD Model of education, Students Teaching Students on campuses throughout the U.S. Students receive credit for designing and implementing courses on global issues.

VICERE, ALBERT A.

Associate Dean for Executive Education, Smeal College of Business Administration, Pennsylvania State University, 310 Business Administration Building, University Park, PA 16802
Phone: (814) 865-3435, **FAX:** (814) 865-3372
Course(s) and Program(s): Strategic Leadership; Program for Strategic Leadership, a two-week executive program.
Publications: "The strategic leadership imperative for executive development," *Human Resource Planning*, 1992; "The changing paradigm for executive development," *Journal of Management Development*, 1991.
Research in Progress: (Coauthor) *Executive Education in Major Corporations: An International Study of Executive Development Trends*, Center for Executive and Organization Development; (coauthor) *Executive Development Planning and the Role of Executive Education.*
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Definition and development of strategic-leadership competencies and the role of learning in the leadership process; serving on editorial boards for *Human Resource Planning*, *Journal of Management Development* and *Executive Development*; member of International Consortium for Executive Development Research.

WALLS, WENDELL

National Association for Community Leadership, 200 South Meridian Street, #340, Indianapolis, IN 46225
Phone: (317) 637-7408, **FAX:** (317) 637-7413
Course(s) and Program(s): National Association for Community Leadership; Community Trusteeship.
Resource Role: Panelist; information-sharing; consultant.

WATSON, JOHN L.

Assistant Director of Student Activities, University of North Carolina–Greensboro, 212 Elliott University Center, Greensboro, NC 27412-5001
Phone: (910) 334-5617, **FAX:** (910) 334-3008
Net Address: MISECMJLW@IRIS.UNCG.EDU
Research in Progress: Epistomological evaluation of language or the derivational, hierarchical, and metaphorical issues related to understanding the concept of leadership and communication.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Kellogg Grant consulting with the National Leadership Symposium.

WEBER, PAUL J.

Chair, Department of Political Science, University of Louisville, Louisville, KY 40292
Phone: (502) 588-6831, **FAX:** (502) 588-7042
Course(s) and Program(s): McConnell Center for Political Leadership, a scholarship program for Kentucky high-school students showing promise and interest in leadership training.

WEEMS, LOVETT H., JR.

President, Saint Paul School of Theology, 5123 Truman Road, Kansas City, MO 64127
Phone: (816) 483-9600, **FAX:** (816) 483-9605
Course(s) and Program(s): The Practice of Leadership explores the elements of effective leadership in the church by having students create a vision plan which could be implemented as a shared vision. Other courses and programs are Advanced Leadership Seminar and Saint Paul Leadership Project, which is funded by the Teagle Foundation.
Publications: *Church Leadership*, Abingdon Press, 1993.
Research in Progress: Project for the United Methodist Church seeking to determine what values and skills church members most seek in their pastors.
Resource Role: Panelist; speaker; information-sharing; consultant.
Interests: Leadership in the church.

WEIK, JAMES

University of Puget Sound, 1500 North Warner Street, Tacoma, WA 98416-0662
Phone: (206) 756-3286

Course(s) and Program(s): Paradigms of Leadership emphasizes historical examples of leadership in classical Greece, medieval Europe, Renaissance Italy, nineteenth-century America, revolutionary Russia, post-World War II Japan, and modern America.

WEISS, GAYNELLE K.

Director, Smith Management Program, Smith College, Northampton, MA 01063
Phone: (413) 585-3060, **FAX:** (413) 585-3068
Course(s) and Program(s): Smith Management Program is a residential, six-week general management program for high-potential women who do not have MBAs. Also, Smith College Consortium—A Glass Ceiling Initiative.
Research in Progress: Women in management; managing organizational change in higher-education institutions.
Resource Role: Panelist; speaker; information-sharing; consultant.

WELLS, RAY

2102 Ash Grove, Ambler, PA 19002
Phone: (215) 628-0919, **FAX:** (215) 283-1231
Course(s) and Program(s): Leadership and Organizational Skills Seminar focuses on theoretical and practical skills in four dimensions: personal mastery, appreciation of difference, group skills and processes, and development of organizational culture.
Publications: (Coauthor) "Understanding leadership: The role of gender, culture and assessment in building community on campus," *Campus Activities Programming*, 1992; review of Stephen Covey, *Principle-centered Leadership* in *Campus Activities Programming*, 1992; "Leadership education: Where we've been: Where we're headed," *Profile*, 1992.
Research in Progress: Leadership for Community: A Case Study of Individuals Perceived to be Creators and Maintainers of a Psychological Sense of Community in a University.
Resource Role: Panelist; speaker; information-sharing; consultant.

WELTON, SANDY

President, Morehead Associates, Inc., P.O. Box 11069, Charlotte, NC 28220-1069
Phone: (704) 522-0776
Course(s) and Program(s): Heroic Leaders, a course for persons seeking new ways to help themselves, others, and their organizations change and grow.

WHITAKER, GORDON P.

Director, MPA Program, University of North Carolina–Chapel Hill, Box 3265, Chapel Hill, NC 27599-3265
Phone: (919) 962-0425, **FAX:** (919) 962-0432
Course(s) and Program(s): Public Management and Leadership.

WHITE, K. C.

Director of Student Development and Orientation, University of Miami—The Leadership Institute, 1306 Stanford Drive, Coral Gables, FL 33124
Phone: (305) 284-6399
Course(s) and Program(s): The Leadership Certificate Program includes Emerging Leaders Program; Established Leaders Program; Leaders Leading Leaders.

WILLIAMS, ETHEL

University of Nebraska–Omaha, 62nd and Dodge Streets, Omaha, NE 68182
Phone: (402) 554-2711, **FAX:** (402) 554-3687
Course(s) and Program(s): Leadership and Administration.

WILLINGHAM, SAUNDRA

Neighborhood Reinvestment Corporation, 2368 Victory Parkway, Suite 401, Cincinnati, OH 45206
Phone: (513) 221-4041, **FAX:** (513) 221-4425
Course(s) and Program(s): Neighborhood Reinvestment Corporation works with residents, government, and business leaders to revitalize urban and rural communities and to make housing affordable. The Neighborhood Reinvestment Training Institute provides training to the staff and boards of organizations committed to improving the quality of community life.

WILLIS, SHAY

Organizational Consultant, Student Organization Development Center, Room 2202, Michigan Union, University of Michigan, Ann Arbor, MI 48109
Phone: (313) 763-5900, **FAX:** (313) 747-4133
Course(s) and Program(s): Spectrums of Opportunity: Minority Student Leadership.

WILSON, VICKY RIBACK

Associate Program Coordinator, Missouri Rural Innovation Institute, University of Missouri, 529 Clark Hall, Columbia, MO 65211
Phone: (314) 882-5859, **FAX:** (314) 882-1370
Net Address: wilsonv@ext.missouri.edu
Course(s) and Program(s): EXCEL, Experience in Community Enterprise and Leadership, is funded by the W. K. Kellogg Foundation. It is an approach to leadership development intended to enhance the social and economic well-being of an area by developing an active group of effective leaders. Local citizens, working with University Extension campus and field faculty, design and implement a program tailored to fit the community's issues, concerns, and aspirations.
Resource Role: Panelist; information-sharing; consultant.

WOLFSON, PHILLIP

Coleman College, 7380 Parkway Drive, La Mesa, CA 91924
Phone: (619) 465-3990
Course(s) and Program(s): Leadership, a course in the MBA Leadership—Technology program.

WREN, J. THOMAS

Associate Professor of Leadership Studies, Jepson School of Leadership Studies, University of Richmond, Richmond, VA 23173
Phone: (804) 287-6098, **FAX:** (804) 287-6062
Course(s) and Program(s): Foundations of Leadership Studies is an introductory course. Historical Perspectives on Leadership utilizes historical personages and events to illustrate concepts and lessons in leadership. Leadership Internship Seminar is classroom reflection on the lessons of students' practicum.
Publications: (Ed.) *The Foundations of Leadership: A Reader*, Copley Publishing.
Research in Progress: Writing an article, "Teaching the Foundations of Leadership"; writing an article that illustrates the value of using historical examples to test and illustrate theories of leadership.
Resource Role: Information-sharing.

WUTZDORFF, ALLEN J.

Executive Director, National Society for Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229
Phone: (919) 787-3263, **FAX:** (919) 787-3381
Course(s) and Program(s): National Initiative to Strengthen and Sustain Programs for Community Service-Learning and Internships, identification of and workshops for high school teachers and administrators who show potential for leadership.
Research in Progress: Development of leaders in the research arena who can lead teams to implement aspects of the research agenda.
Resource Role: Information-sharing.

ZANG, EVA

Director of Education, Meeting Planners International, 1950 Stemmons Freeway, Suite 5018, Dallas, TX 75207-3109
Phone: (214) 712-7700
Course(s) and Program(s): MPI/Hyatt Executive Leadership Development Program is a four-day, in-depth program for senior meetings professionals, jointly sponsored by Meeting Planners International and Hyatt Hotels Corporation.

ZIEMBA, SUSAN

Center for Business and Industry, Northern Essex Community College, Elliott Street, Haverhill, MA 01830
Phone: (508) 374-3816, **FAX:** (508) 374-3723
Course(s) and Program(s): Total Quality Management expanded to include ISO 9000 courses which teach the requirements for exporting internationally in the 90+ countries committed to ISO 9000; Train-the-Trainer programs in team facilitation and problem-solving tools. Northern Essex Community College is one of seven National Supplier Training Centers offering ten corporate courses in quality management.

GEOGRAPHIC INDEX TO RESOURCE PERSONS

ALABAMA
Berte, Neal R. (Birmingham)
Casey, Roger N. (Birmingham)
Knopke, Harry J. (Tuscaloosa)
Parker, Kevin (Birmingham)
Rosen, Philip T. (Troy)

ARIZONA
Giuliano, Neil (Tempe)

ARKANSAS
Peterson, Mark (Little Rock)

CALIFORNIA
Appleton, James R. (Redlands)
Beardsley, Stephanie (Davis)
Bergher, Karen (San Luis Obispo)
Clements, Michael Taylor (Redlands)
Cosgrove, Thomas J. (San Diego)
Genovese, Michael A. (Los Angeles)
Harris, Philip R. (La Jolla)
Harvey, Thomas R. (LaVerne)
Johnson, Naomi (Santa Barbara)
Kindler, Herbert (Pacific Palisades)
Kriegbaum, Richard (Fresno)
McFarland, Lynne (Irvine)
Murry, Joan (San Diego)
O'Toole, James (Malibu)
Posner, Barry (Santa Clara)
Reckmeyer, William J. (San Jose)
Reisch, Michael (San Francisco)
Roby, Pamela (Santa Cruz)
Simons, George (Santa Cruz)
Stanton, Timothy (Stanford)
Taylor, Gail (Cypress)
Wolfson, Phillip (La Mesa)

COLORADO
Goodman, Adam J. (Boulder)
Sugerman, Sara (Colorado Springs)

DISTRICT OF COLUMBIA
Alpert, Eugene J.
Newman, Karen L.
Regan, Marguerite
Russell, Dianne
Sandler, Bernice
Slesinger, Larry

FLORIDA
Arnone, Maria (Tampa)
Clark, Kenneth E. (Naples)
Clark, Miriam B. (Naples)
Deegan, James E. (St. Petersburg)
Fogg, Dana T. (Tampa)
Hammerschmidt, Peter K. (St. Petersburg)
Leahy, Robert (Deland)
Montgomery, Suzanne (Jacksonville)
Stumpf, Stephen A. (Tampa)
White, K. C. (Coral Gables)

GEORGIA
Dupuy, George M. (LaGrange)
Garrett, April (Atlanta)
Langone, Christine A. (Athens)
McEwen, Cynthia (Marietta)
McKnight, C. Cuyler, III (Dahlonega)
Nesbitt, Martha T. (Decatur)

HAWAII
Makuakane-Lundin, Gail (Hilo)

IDAHO
Lonergan, Wallace (Caldwell)

ILLINOIS
Craft, Rolf V. (Eureka)
Danielson, Doris K. (Chicago)
Kaminski, Colleen (Edwardsville)
McReynolds, Janet (Edwardsville)
Meredith, Sam T. (Carlinville)
Nygren, David (Chicago)
Rockingham, Constance (Edwardsville)
Sheehan, Robert M., Jr. (Champaign)
Smith, David C. (Naperville)
Ukeritis, Miriam D. (Chicago)

INDIANA
Feinberg, Richard (West Lafayette)
Green, Stephen G. (West Lafayette)
Scott, Katherine Tyler (Indianpolis)
Spears, Larry (Indianapolis)
Walls, Wendell (Indianapolis)

IOWA
Perreault, Gerri (Cedar Falls)
Rooney, Gail S. (Sioux City)

KANSAS
Austin, Brian M. (Hays)
Brungardt, Curt (Hays)
Hollenbeck, E. W. (Pittsburg)
Rude, Cheryl L. (Winfield)

KENTUCKY
Bennett, Diane T. (Louisville)
Bisese, Steve (Georgetown)
Colegrove, Michael B. (Williamsburg)
Fagan, M. Michael (Owensboro)
Taylor, Robert L. (Louisville)
Troyer, Mark (Wilmore)
Weber, Paul J. (Louisville)

LOUISIANA
Henley, Brent D. (Monroe)
New, J. Randolph (New Orleans)
Schwab, Kenneth L. (Shreveport)

MAINE
Childs, Geoffrey (Camden)

MARYLAND
Adams, Bruce (Bethesda)
Chambers, Glen A. (Catonsville)
Shartle-Galotto, Mary Kay (Rockville)

MASSACHUSETTS
Heifetz, Ronald A. (Cambridge)
Jones, M. Colleen (Boston)
Weiss, Gaynelle K. (Northampton)
Ziemba, Susan (Haverhill)

MICHIGAN
Goodstein, Tami (Ann Arbor)
Jenlink, Patrick M. (Kalamazoo)
Smith, Harry C. (Marquette)
Willis, Shay (Ann Arbor)

MINNESOTA
Anderson, Sharon Roe (Minneapolis)
Hanson, Chelle Lyons (Moorhead)
Harrison, Clifford (Moorhead)
Henry, Kathleen (Mankato)
Moss, Jerry (St. Paul)
Rice, Donald E. (Moorhead)

MISSISSIPPI
Feldman, Carlene (Jackson)
Karnes, Frances A. (Hattiesburg)

MISSOURI
Clifton, Regina M. (St. Louis)
Grant, Jessie (St. Louis)
Goodman, Greg (Fenton)
Kuehne, Dale (Liberty)
McClusky, John E. (St. Louis)
Weems, Lovett H., Jr. (Kansas City)
Wilson, Vicky Riback (Columbia)

NEBRASKA
Artman, Richard B. (Lincoln)
Boatman, Sara A. (Lincoln)
Brown, F. William (Lincoln)
Cradick, Denise (Lincoln)
Dillon, Roy D. (Lincoln)
Forman, Terry (Omaha)
Svartoien, Jody I. (Omaha)
Williams, Ethel (Omaha)

NEW HAMPSHIRE
Gargasz, Carolyn (Hollis)
Parente, Betsy Allan (Durham)

NEW JERSEY
Beaven, Mary H. (Rutherford)
Brown, Andrew J. (Lawrenceville)
Dennis, Donna (Warren)

Jones, Audrey L. (Trenton)
Shelton, James E. (Basking Ridge)

NEW YORK

Appleby, R. Neal (Syracuse)
Avolio, Bruce J. (Binghamton)
Bass, Bernard (Binghamton)
Brown, Roosevelt (Oswego)
Caroselli, Marlene (Rochester)
Doyle, Patricia A. (Troy)
Drury, Jack K. (Saranac Lake)
Hammond, H. Steven (West Point)
Jacobson, Stephen L. (Buffalo)
Krans, Jeffrey P. (Keuka Park)
McDade, Sharon (New York)
Miles, C. Sue (Ithaca)
Murdock, Mary C. (Buffalo)
Nicolosi, Teri (New York)
Palmer, Catherine E. (Saranac Lake)
Parnes, Sidney J. (Buffalo)
Plough, Thomas R. (Rochester)
Raynis, Susan (Potsdam)
Shay, Monica (New York)
Van Riper, Robyn (Bedford)

NORTH CAROLINA

Allred, Susan R. (Winston-Salem)
Birmingham, Cathy (Wilmington)
Black, Laura F. (Raleigh)
Boothby, Neil (Durham)
Busko, Joan (Chapel Hill)
Campbell, Richard (Greensboro)
Cannon, Jeff (Chapel Hill)
Cannon, Sharon (Greensboro)
DiBernardi, Dino (Boone)
Edwards, Janice (Raleigh)
Hawkins, Gerald G. (Raleigh)
Johnson, Cynthia Wolf (Chapel Hill)
Moore, Jeanie (Salisbury)
Mullendore, Richard (Wilmington)
Musselwhite, Christopher (Greensboro)
Pearson, Carmen L. G. (Raleigh)
Shively, Robert W. (Winston-Salem)
Sides-Walsh, Mindy (Charlotte)
Smith, Jim Arthur (High Point)
Stone, Bonnie (Durham)
Tolley, Jerry R. (Burlington)
Watson, John L. (Greensboro)
Welton, Sandy (Charlotte)
Whitaker, Gordon P. (Chapel Hill)
Wutzdorff, Allen J. (Raleigh)

OHIO

Alley, Reene (Akron)
Baum, Edward (Athens)
Boothe, David (Jackson)
Cox, Kathryn (Columbus)
Dickson, Gary L. ("Greg") (Kettering)
Drushal, Mary Ellen (Ashland)
Extejt, Marian (University Heights)
Forbes, J. Benjamin (University Heights)
Halliday, Kirk W. (Painsville)
Holliday, Vivian L. (Wooster)
Mendel, Stuart (Cleveland)
Rohrer, John D. (Columbus)
Safrit, Dale (Columbus)
Schwartz, Stephen (Marietta)
Sharp, Sally (Oxford)
Shriberg, Arthur (Cincinnati)
Willingham, Saundra (Cincinnati)

OKLAHOMA

Demuth, Carol (Tulsa)

OREGON

Hansen, Dave (McMinnville)
Schmuck, Richard A. (Eugene)

PENNSYLVANIA

Bucci, Frank A. (Kutztown)
Flanagan, Timothy (Philadelphia)
Heasley, Daryl (University Park)
Jackson, William (Bridgeville)
Le Storti, Anthony J. (Gwynedd Valley)
McKeage, Robert L. (Scranton)
Raak, Martha (Greensburg)
Rosenbach, William E. (Gettysburg)
Vicere, Albert A. (University Park)
Wells, Ray (Ambler)

RHODE ISLAND

Deluga, Ronald (Smithfield)
Hocking, Peter (Providence)
Morrissey, Ann (Kingston)
Snodgrass, Wilder (Portsmouth)

SOUTH CAROLINA

Bross, James (Central)
Frame, Mary J. (Columbia)
Harpum, Richard (Greenville)

TENNESSEE

Bogue, E. Grady (Knoxville)
Bull, Bernard F. (Jefferson City)
Groff, Warren H. (Memphis)
Matheny, B. Suzanne (Nashville)
Phillips, Sara (Knoxville)
Rudolph, Linda B. (Clarksville)

TEXAS

Agor, Weston H. (El Paso)
Berry, Nancy L. (Dallas)
Hall, Lanny (Abilene)
Hunt, James G. (Lubbock)
Kiesling, Ernst W. (Lubbock)
Lawrence, William D. (Dallas)
Markley, W. Larry (Fort Worth)
Morrison, David (Frisco)
Tamborello, Stephanie M. (Houston)
Townsend, Christine (College Station)
Turner, Craig (Abilene)
Zang, Eva (Dallas)

VERMONT

Houghton, Katherine M. (Putney)
Larson, Robert L. (Burlington)
Lenski, Tammy (Burlington)

VIRGINIA

Ciulla, Joanne (Richmond)
Couto, Richard A. (Richmond)
Decker, Larry (Charlottesville)
Fairholm, Gil W. (Richmond)
Gerken, Shirley H. (Blacksburg)
Harwood, Patricia C. (Richmond)
Hickman, Gill Robinson (Richmond)
Hillery, Adrienne D. (Fairfax)
Howe, William (Richmond)
Klenke, Karin (Richmond)
Mayo, Cynthia (Glen Allen)
McKenna, Charles D. (Quantico)
Patteson, Barbara J. (Richmond)
Prince, Howard T., II (Richmond)
Reed, Timothy A. (Blacksburg)
Sawyer, Robert (Farmville)
Staton, Renee (Harrisonburg)
Wren, J. Thomas (Richmond)

WASHINGTON

Bassett, Lois R. (Federal Way)
Cousens, Francis (Tacoma)
Moore, Steve (Seattle)
Weik, James (Tacoma)

WEST VIRGINIA

Brenegar, Edwin R., III (Elkins)
Fendt, Paul F. (Morgantown)

WISCONSIN

Blair, Nancy (Milwaukee)
Erwin, Steve (Platteville)
Gear, Curtis E., Jr. (Madison)
Hartford, Thomas F. (De Pere)
Ketchum, Laura (Stevens Point)
Leismeister, Marilyn K. (Madison)
McGettigan, Lisa (DePere)
O'Brien, Kathleen A. (Milwaukee)

WYOMING

Gookin, John (Lander)
Ratz, Jim (Lander)

INTERNATIONAL

Bokor, Chuck (Guelph, Ontario, CANADA)
Bonneau, Gilles A. (Laterriere, Quebec, CANADA)
Davies, George (Wellingborough, Northants, ENGLAND)
Maillet, Leandre (St. Jean, Quebec, CANADA)
Pearson, Alan W. (Manchester, ENGLAND)

RESOURCE ORGANIZATIONS DIRECTORY

The number of organizations described in this section has more than doubled since the 1992-1993 *Source Book*. We have added organizations that have emerged in the last year or two, as well as long-standing ones recommended by colleagues and *Source Book* contributors.

Many organizations like to use the word *leadership* in their self-descriptions or even in their names. For a list such as this we faced the task of choosing only those organizations whose actual involvement in leadership activities and research was more than just a word in their name. The organizations we have included do seem to have an active involvement in leadership studies or leadership education. They generally have a unique focus in higher education, outdoor training, corporate, nonprofit, public sector, citizen action, environmental protection, international relations, urban or rural development, minority groups, youth, mid-career, or experienced leaders. They have expressed interest in sharing their knowledge and resources with scholars and the community of leadership educators.

The foundations included here are only those that made recent contributions to leadership-related endeavors and whose "giving area" was broader than a single state. There are other foundations who occasionally make grants related to leadership or who give locally for leadership efforts. These are not included but may be identified by consulting the *Foundation Directory* and the *Foundation Grants Index*, available in many libraries.

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ASSOCIATIONS AND INSTITUTES

AMERICAN CENTER FOR INTERNATIONAL LEADERSHIP

World Trade Center, 401 East Pratt Street, Suite 2432,
Baltimore, MD 47201
Phone: (410) 539-2245, FAX: (410) 539-2598

Since 1985 the American Center for International Leadership has promoted the exchange of ideas, mutual respect, and understanding through networks of emerging global leaders, ages 25-40, from the U.S., Mexico, China, Vietnam, the Middle East, Europe, and the new republics of Asia and Russia. Young leaders exchange dialogue on political, social, economic, industry, agriculture, health care, environmental issues, and intercultural awareness. Training programs, international internships, and a resource library support their efforts.
Publications: *International Leadership* quarterly journal; newsletter; brochure.
Meetings: Periodic conferences.

AMERICAN COUNCIL OF YOUNG POLITICAL LEADERS

1000 Connecticut Avenue, N.W., Suite 800, Washington, DC 20036-5300
Phone: (202) 857-0999, FAX: (202) 857-0027

The American Council of Young Political Leaders was formed in 1966 as a nonprofit, bipartisan educational exchange organization to enhance foreign-policy understanding and exposure among rising young American political leaders and their counterparts around the world. To achieve its goals, the ACYPL offers practical education programs, annual foreign policy and democracy conferences, and election-study programs. International exchanges are two- and three-week study programs for delegates to participate in private cabinet- and ministry-level meetings and in sessions with local officials in host countries.
Meetings: U.S. Election Study Program is held every other November for political leaders from 60-70 countries to observe the American political process at the local, state, and national levels.

AMERICAN HUMANICS

4601 Madison Avenue, Kansas City, MO 64112
Phone: (816) 561-6415, FAX: (816) 531-3527

Individuals, corporations, and foundations comprise a membership of 1,500. American Humanics prepares individuals for professional leadership in agencies such as Boy and Girl Scouts, American Red Cross, 4-H, YMCA/YWCA, and other youth and human-service agencies. A major thrust is support and leadership for cocurricular programs, field trips, workshops, counseling services, loan assistance, and placement services on 15 college campuses.
Publications: *Humanics Journal* quarterly; brochures.

AMERICAN SOCIETY FOR TRAINING & DEVELOPMENT

1640 King Street, Box 1443, Alexandria, VA 22313
Phone: (703) 683-8100

ASTD is an international association for people with training and human-resource development responsibilities in business, industry, government, and public service. Organized in 1943, ASTD has over 63,000 members in 128 chapters throughout the world. Members are encouraged to join one of seven practice areas, 16 networks, or 35 industry groups to receive information on activities of specific interest. For a fee, members may access *Trainet*, an online database with current listings of training events and course materials. The Member Information Exchange is a computerized information network for HRD professionals to share their expertise.
Publications: *Training and Development Literature Index*; *Buyer's Guide & Consultant Directory*; *The ASTD Reference Guide to Professional Human Resource Development*; *ASTD Training Video Directory: Management, Organization & Career*; *Models for HRD Practice*; *Human Resource Development Quarterly*; *INFO-LINE* monthly publication for trainers; chapter newsletters; others.
Meetings: National and regional conferences.

AMERICAN YOUTH FOUNDATION AND STREAM

1315 Ann Avenue, St. Louis, MO 63104
Phone: (314) 772-8626, FAX: (314) 772-7542

The American Youth Foundation is a nonprofit organization, incorporated in Missouri, Michigan, and New Hampshire, whose purpose is to develop the leadership capacities of young people by helping them achieve their personal best, lead balanced lives, and serve others. STREAM, a St. Louis experiential-education organization, merged with AYF in 1987. Together, they run summer resident and day-camp programs, an Urban Adventure Center complete with a climbing wall and group challenge course, workshops, K-12 school programs, Renewal for Women programs, certification for

adventure activities, corporate programs, and a Leaders Institute for professional development. The *I Dare You* Leadership Award each year recognizes 8,000 high-school juniors and seniors who demonstrate personal integrity, balanced living, and leadership potential.
Meetings: Three sessions of the International Leadership Conference are held each summer for high-school juniors and seniors.

ASPIRA ASSOCIATION, INC.
1112 16th Street, N.W., Suite 340, Washington, DC 20036
Phone: (202) 835-3600, FAX: (202) 223-1253

ASPIRA is a national nonprofit organization which, since 1961, has served Puerto Rican and other Latino youth with efforts in education, research, and contact with policymakers on issues critical to Latinos. Its central mission is advancing the development of the Latino communities in six states, Puerto Rico, and Washington, DC. To fulfill that mission, ASPIRA each year provides direct services to over 17,000 youths and their families. It also advocates with the community for equitable access to quality education. The ASPIRA Public Policy Leadership Program combines a Leadership Seminar, Community Service Internships, and National Internships.
Publications: *ASPIRA News* quarterly newsletter; *Mentoring at Work/Mentoring that Works*; *Hispanic Community Based Organizations: Partners in Parental Involvement*; other books; research reports.
Meetings: Annual strategic-planning meetings; leadership retreats.

ASSOCIATION OF LEADERSHIP EDUCATORS
c/o Dr. Katey Walker, 343 Justin Hall, Kansas State University, Manhattan, KS 66506
Phone: (913) 532-5773, FAX: (913) 532-5504

The Association of Leadership Educators is a national organization with a membership of 250 professionals in teaching, research, and extension programs in public and private institutions of higher education and in the corporate sector. Its goals are to strengthen the leadership skills and competencies of professional educators who work to develop the leadership capabilities of others and to strengthen and broaden the knowledge base which supports research, teaching, and extension programs in leadership.
Publications: *ALE Newsletter* quarterly; published proceedings; membership directory.
Meetings: Annual conference.

CATALYST
250 Park Avenue South, New York, NY 10003-1459
Phone: (212) 777-8900, FAX: (212) 477-4252

Founded in 1962, Catalyst is a nonprofit organization with a dual mission—to help women in business and the professions to achieve their maximum potential and to help employers capitalize on the talents of their female employees. Research includes national studies and confidential projects for individual companies. Catalyst conducts environmental assessments and provides advisory services on women's leadership development, work and family supports, mentoring, flexible work arrangements, succession planning, and valuing diversity. Catalyst's Corporate Board Resource, a confidential service, helps companies identify and recruit women board members. An Information Center screens periodicals, books, and statistical fact sheets to compile data on women's workplace issues. Each March, the Catalyst Award is presented to three corporations or professional firms that demonstrate outstanding achievement in promoting women's career and leadership development. 1993 winners were Con Edison, Morrison & Foerster, and Motorola.
Publications: *Perspective* monthly newsletter; *Flexible Work Arrangements II: Succeeding with Part-time Options*; *Mentoring: A Guide to Corporate Programs and Practices*; research reports—examples are the experiences and contributions of female directors of *Fortune 500* and *Service 500* companies (in publication) and women's success in nonretail sales within a broad range of industries (in publication).
Meetings: Regional conferences cosponsored by major corporations.

CENTER FOR CHRISTIAN LEADERSHIP
3909 Swiss Avenue, Dallas, TX 75204
Phone: (214) 841-3515, FAX: (214) 841-3534

Based at the Dallas Theological Seminary, the center's vision is to develop leaders who change lives. Elective courses include Leadership Development and Character Development for Small Groups; Advanced Leadership Development; Dynamics of Leadership; Personal Assessment and Ministry Vision; and independent study to conduct research. The center follows the philosophy of servant-leadership using a biblical focus on character, vision, and skill.
Meetings: Leadership Evaluation and Development (L.E.A.D.), a one-week program, held two to three times per year for pastors and their spouses; one-day conferences.

CENTER FOR COMMUNITY CHANGE
1000 Wisconsin Avenue, N.W., Washington, DC 20007
Phone: (202) 342-0519, FAX: (202) 342-1132

The Center for Community Change helps grassroots leaders build strong community-based organizations, which are the building blocks of change in low-income communities. These organizations tap a community's capacity for self-help, nurture leaders, improve programs, build houses, develop businesses, and give residents a sense of hope and power over their community's future. Every year, the Center provides assistance for more than 200 organizations to start up, form effective boards, set objectives, devise strategic plans, build housing, and develop a stronger local economy. Over the years, the Center has helped to start over 150 special projects and coalitions on poverty-related issues and community leadership development. They offer customized workshops and training sessions on leadership issues and specific community development topics.
Publications: *Organizing for Neighborhood Development: A Handbook for Citizen Groups*; *America's Third Deficit: Too Little Investment in People and Infrastructure*; *The Home Program: A Brief Guide for Community Organizations*; *Community Change* quarterly newsletter.

CENTER FOR CREATIVE LEADERSHIP
One Leadership Place, P.O. Box 26300, Greensboro, NC 27438-6300
Phone: (910) 288-7210, FAX: (910) 288-3999

The Center for Creative Leadership is an international, nonprofit educational institution founded in 1970 in Greensboro, North Carolina, with branches in San Diego, Colorado Springs, and Brussels and Network Associates in 11 countries. Its mission is to encourage and develop creative leadership and effective management for the good of society overall. With a staff of 350, it accomplishes this mission through research, training, and publication—with emphasis on the widespread, innovative applications of the behavioral sciences to the challenges facing the leaders of today and tomorrow. Through research, it develops models of managerial practice. Through training programs, it applies these models as guides for assessment and development.
Publications: *Issues & Observations*, a quarterly newsletter; books; reports; proceedings; sourcebooks; annual report; audio- and videotapes; instruments; catalogues of programs and products.
Meetings: Conferences held periodically for program alumni, professionals in leadership research, and human-resource practitioners.

CENTER FOR EDUCATIONAL LEADERSHIP
200 South Fifth Street, Atrium North, Louisville, KY 40202
Phone: (502) 561-5230, FAX: (502) 561-5224

The Center for Educational Leadership identifies teachers and students in the Greater Louisville and Southern Indiana areas who exhibit leadership qualities and have the potential to develop community trusteeship. Two separate programs run throughout the school year, one for committed K-12 teachers and one for high-school sophomores. Through leadership development, heightened community awareness, encouragement of mutual respect, dispelling misplaced fears, and development of a shared concern for the advancement of the entire region, CEL helps prevent teacher burnout and student flight from the metropolitan area.

CENTER FOR EFFECTIVE ORGANIZATIONS
School of Business Administration, University of Southern California, Los Angeles, CA 90089-1421
Phone: (213) 740-9814, FAX: (213) 740-4354

The center conducts intensive studies of key-management issues, organizational diagnosis, and experimental programs with corporate sponsors. It brings together researchers and organizations for the joint exploration of pivotal management issues. Its objective is to bridge the gap between theory and practice of design and management of work organizations. Areas of interest include leadership, labor/management relations, organizational development and design, work design, employee involvement, and reward systems. Research results are published in professional journals.
Publications: *Strategic Pay*; *Complexity in High Technology Organizations*; report series; annual report.
Meetings: Annual Human Resource Executive Seminar; Flatter Organizations Conference; Corporations in the 1990s.

CENTER FOR LEADERSHIP
The University of Tampa, College of Business, 401 West Kennedy Boulevard, Tampa, FL 33606-1490
Phone: (813) 253-3333, FAX: (813) 258-7408

The center has identified eight leadership challenges: 1) to maintain wholeness; 2) to support generativity; 3) to embrace the future; 4) to manage time; 5) to be ethical; 6) to support interdependence; 7) to reflect ordinary life; 8) to face challenges. To meet these challenges, the center designs and delivers leadership programs, develops tools and methods to assess and facilitate the learning of leadership, and conducts applied research on leadership education. The mission of the center is to provide quality, challenging and unmatched educational experiences to students and business people to further their development and the center's understanding of leadership practices and skills. It was launched in 1993 with the arrival of Director Stephen Stumpf, educator, author, and consultant in strategic leadership and leadership education.

CENTER FOR LEADERSHIP DEVELOPMENT

American Council on Education, One Dupont Circle,
N.W., Suite 800, Washington, DC 20036-1193
Phone: (202) 939-9420, FAX: (202) 833-4760

Professional-development seminars on decision making and academic leadership are designed for leaders in higher education. Programs using speakers, case studies, simulations, and small-group discussions are conducted for presidents, vice presidents, academic deans, and other senior administrators. Over 1,000 members represent the U.S., Europe, Africa, Australia, and the Pacific Rim.
Meetings: Annual conference.

CENTER FOR LEADERSHIP EXCELLENCE OF THE CATHOLIC HEALTH ASSOCIATION

4455 Woodson Road, St. Louis, MO 63134
Phone: (314) 427-2500, FAX: (314) 427-0029

The CHA Center for Leadership Excellence is a focal point for leadership development within the Catholic healthcare ministry. The Center promotes experiences that enhance personal and organizational transformation. Also, the Center coordinates and collaboratively develops programs and services that inform, educate, and empower women and men in healthcare organizations to provide a healing ministry. Current research activities include "Transformational Leadership for the Healing Ministry: Competencies for the Future." The Advanced Institute is a forum for experienced Catholic healthcare leaders.
Publications: *Healthcare Leadership: Shaping a Tomorrow; Corporate Ethics in Healthcare: Models and Processes; Catholic Health World* newspaper; *Health Progress* monthly journal; *Ministry Perspectives* quarterly newsletter; *Great Questions—Great Opportunities* videotape; resource guide.
Meetings: Annual assembly; conferences; seminars.

CENTER FOR LEADERSHIP STUDIES

State University of New York–Binghamton, School of Management, Binghamton, NY 13902
Phone: (607) 777-3007 or (607) 777-4181, FAX: (607) 777-4188

Director: Bernard M. Bass. The Center for Leadership Studies is a nonprofit, educational institution organized by SUNY–Binghamton in 1987. Its mission is to contribute to the importance and understanding of the full range of leadership and its applications. CLS maintains a library of recent books, articles, unpublished reports, dissertations, theses, conference proceedings, speeches, papers, and newsletters. CLS contributes to personal, organizational, and community development through programs to train and evaluate leaders from all sectors and to offer courses in the full range of leadership. Some programs are: Transformational Leadership Development Program, which is partially funded by a grant from the W. K. Kellogg Foundation; and Cross-Generations: A Full Range of Leadership Program, funded by a grant from the U.S. Department of Education, Dwight D. Eisenhower Leadership Development Program.
Publications: *The Leadership Quarterly*; "The Next Module."

CENTER FOR VALUE BASED LEADERSHIP

532 Stonehaven Road, Dayton, OH 45429
Phone: (513) 298-7783, FAX: (513) 298-2696

The center sponsors programs and provides guidance and coaching to help individuals and organizations build leadership characteristics to put their chosen values into action. Programs are designed to help leaders gain confidence and wisdom through self-discovery. A holistic approach implements cognitive/intellectual strategies combined with physical, creative, and emotional aspects of the learning experience.
Publications: Newsletter.
Meetings: The Spiritual Dimension—The Key to Visionary Leadership; Building a Values Based Culture; Leadership for Implementing Character Education.

CENTRE FOR HUMAN RELATIONS AND COMMUNITY STUDIES

Concordia University, 1455 de Maisonneuve Boulevard West, Montreal, Quebec, H3G 1M8
Phone: (514) 848-2273, FAX: (514) 848-3494

The Centre for Human Relations and Community Studies was organized to promote an understanding of the human dimension in organizations and communities. The Centre custom designs training in interpersonal communication, leadership, group facilitation, program planning and evaluation, conflict management, and organizational and community change. A five-phase residential Trainer Development Program provides participants with advanced training in task- and learning-groups, observation, diagnostic and intervention skills, feedback, and teaching leadership skills.
Publications: *On Family Life Education: For Family Life Educators.*

COMMUNITY DEVELOPMENT RESEARCH CENTER AT THE GRADUATE SCHOOL OF MANAGEMENT AND URBAN POLICY

New School for Social Research, Graduate School of Management and Urban Policy, 66 Fifth Avenue, Room 812, New York, NY 10011
Phone: (212) 229-5415

The Community Development Research Center conducts basic and applied research on community-based approaches to the economic, social, political, and physical revitalization of distressed and at-risk neighborhoods. Projects include Social Effects of Successful Community Development; Human Resources Development Project; youth development; support networks. The Graduate School of Management and Urban Policy Master of Science degrees in Urban Policy Analysis and Management, Nonprofit Management, Health Services Management, and Human Resources Management teach leaders to be change-agents.
Publications: *Rebuilding Communities: A National Study of Urban Community Development Corporations*; *Renewing Cities*.

COMMUNITY RESOURCE CENTER, INC.

1245 East Colfax Avenue, Suite 205, Denver, CO 80218
Phone: (303) 860-7711, FAX: (303) 860-7723

Community Resource Center, Inc., is dedicated to social, economic, and political change leading to 1) inspired individual and collective commitment and action; 2) equal opportunity and access for all people; 3) embracing diversity, dignity, and respect for human rights; and 4) a renewed sense of community. To achieve these goals, CRC provides training in leadership and management for grassroots and nonprofit organizations in Colorado. The Colorado Grassroots Leadership Program offers two-day workshops five times each year and a four-day outdoor-training session once a year.

CONCORDIA LEADERSHIP CENTER

Concordia College, 901 South Eighth Street, Moorhead, MN 56562
Phone: (218) 299-3928, FAX: (218) 299-3191

Concordia College Department of Business and Economics sponsors the Concordia Leadership Center in an effort to prepare students for effective careers, based on sound moral values and a commitment to ethical practices. Activities for students and members of the business and professional communities include monthly ethics luncheons and day-long workshops. The Center conducts research by means of ethics surveys in local businesses. In partnership with the Northwest Minnesota Synod, the Center offers programs for development of congregational leadership.
Publications: *New Directions* quarterly newsletter.
Meetings: Youth Lead: An Adventure in Leadership is a weekend retreat for high school students.

CONFERENCE BOARD

845 Third Avenue, New York, NY 10022
Phone: (212) 759-0900, FAX: (212) 339-0280

An independent nonprofit research organization with a staff of 200, Conference Board is supported by more than 2,000 subscribing members including business and industrial concerns, universities, libraries, trade associations, labor unions, government agencies, and nonprofit organizations. Areas of interest include economics, management, and organization. Services include collection and analysis of strategic business data; forums for business leaders to exchange information; publications; and an information service. A Canadian affiliate, Conference Board of Canada, is located in Ottawa and a European affiliate, Conference Board Europe, is located in Brussels.
Publications: *Across the Board* newsletter published ten times a year.
Meetings: Conferences.

CONGRESSIONAL YOUTH LEADERSHIP COUNCIL & THE NATIONAL YOUNG LEADERS CONFERENCE

1511 K Street, N.W., Washington, DC 20005
Phone: (202) 638-0008, FAX: (202) 638-4257

The Congressional Youth Leadership Council sponsors the National Young Leaders Conference, an intensive leadership-development program for high school students and other young leaders. Unique experiential training in Washington, DC, exposes participants to national and global issues through meetings with political leaders, journalists, and lobbyists.

COOLIDGE CENTER FOR ENVIRONMENTAL LEADERSHIP

1675 Massachusetts Avenue, Suite 4, Cambridge, MA 02138-1836
Phone: (617) 864-5085, FAX: (617) 864-6503

Created to honor Harold J. Coolidge, conservationist, the Coolidge Center for Environmental Leadership aims to increase awareness of the environment and sustainable development. Through programs, workshops, retreats, and an international network, the Center educates graduate students and mid-career professionals from developing countries on the environmental implications of their future decisions as leaders.

CORO
95 Madison Avenue, New York, NY 10016
Phone: (212) 683-8841, FAX: (212) 683-8843

CORO is a private, nonprofit, nonpartisan institution that conducts education and research in the field of public affairs through training centers in San Francisco, Los Angeles, St. Louis, Kansas City, and New York. CORO concerns itself with the integrity of a community as a whole. Programs for youths, adults, teachers, community leaders, women, and minorities train individuals for leadership roles in the public sector. Experiential programs range from eight weeks to nine months and are part-time and full-time. Leadership–New York identifies and prepares the next generation of civic, public, private, and nonprofit leaders who will bring New York City into the 21st century.

CREATIVE EDUCATION FOUNDATION
1050 Union Road, Buffalo, NY 14224
Phone: (716) 675-3181, FAX: (716) 675-3209

The foundation encourages and stimulates creativity in learning and decision making through conferences, public programs, contract education, periodicals, book sales, and consulting. It has a library of 2,500 volumes and 1,500 doctoral dissertations on microfiche.
Publications: *Creativity in Action* monthly; *Journal of Creative Behavior* quarterly; other.
Meetings: Annual Creative Problem Solving Institute; annual Creativity, Innovation, and Entrepreneurship Conference; annual Presidents of Creative Associations Convocation.

EDUCATIONAL LEADERSHIP PROGRAM
1060 Park Avenue, New York, NY 10128-1033
Phone: (212) 534-2904, FAX: (212) 410-2611

Created in 1984 as a special program of the Christian A. Johnson Endeavor Foundation, the Educational Leadership Program conducts its own programs, sponsors research, and offers consultation to institutions and organizations. It provides academic leaders in both schools and colleges with continuing opportunities to renew their vision and to reflect upon their institution's mission and value to society. In addition to week-long seminars, the program also sponsors papers and research projects on leadership themes. Contact Mr. Nicholas Farnham about programs.

ENVIRONMENTAL LEADERSHIP TRAINING INSTITUTE
Lincoln Filene Center, Tufts University, Medford, MA 02155
Phone: (617) 628-5000, FAX: (617) 627-3401

The Environmental Leadership Training Institute advocates grassroots involvement and political activism in environmental issues. During annual one-week training sessions, the Institute educates citizen leaders, nonprofit organizations, teachers, volunteers, business leaders, and government officials on fundraising, testifying at public hearings, and media advocacy.

FANNING LEADERSHIP CENTER
Hoke Smith Annex, The University of Georgia, Athens, GA 30602-4350
Phone: (706) 542-1108, FAX: (706) 542-8845

The Fanning Leadership Center recognizes leadership development as the driving force of local development and quality-of-life issues facing each community, region, state, and beyond. It is a collaborative effort with the University of Georgia, Carl Vinson Institute of Government, Cooperative Extension Service, Georgia Center for Continuing Education, Institute of Community and Area Development, and Small Business Development Center. Its mission is to advance and facilitate leadership development through a central source of information, develop a method to identify and track leadership needs and trends, and support program development, consultation, applied research, and education of community leaders. The Community Leadership Curriculum includes Group Dynamics; Community Partnerships; Great Decisions; and Role of Community Leaders in Economic Development.

FIRETHORN INSTITUTION
14333 Preston Road #1502, Dallas, TX 75240
Phone: (214) 490-4177, FAX: (214) 490-9178

The Firethorn Institution is a public-policy think tank with a focus on citizen leadership. Its vision is to help draw out and develop the leadership capabilities of the American citizenry. To this end, it seeks to bring public attention: 1) to the philosophical and cognitive barriers that inhibit the exercise of citizen leadership, 2) to our nation's overlooked history of citizen leadership, and 3) to the active practice of citizen leadership in contemporary America.
Publications: *The Firethorn Quarterly*, "a conversation about making democracy work."

GLOBAL INTUITION NETWORK

Institute of Noetic Sciences, 475 Gate 5 Road, Suite 300,
Sausalito, CA 94965
Phone: (415) 331-5650

Global Intuition Network promotes the applied use of intuition in decision making, shares new knowledge on how to use this brain skill as it becomes known, and promotes ongoing research on intuitive processes for practical use in organizations. The focus is global, interdisciplinary, and practical as well as academic on all educational levels. Through support of The Charlson Research Foundation, the network has a computerized membership totaling over 7,000 and established a worldwide computerized message system.
Publications: *Intuition in Organizations: Leading and Managing Productively*; *Intuition in Decision Making: How to Assess, Use, and Develop Your Intuitive Powers for Increased Productivity*; *The Global Intuition Network* semiannual newsletter; instructional materials; videotape.
Meetings: International Conference on Intuitive Decision Making in Organizations held periodically.

GRANTSMANSHIP CENTER

1[illegible]25 West Sixth Street, Fifth Floor, P.O. Box 17220,
Los Angeles, CA 90017
Phone: (213) 482-9860, FAX: (213) 482-9863

The Grantsmanship Center is a training organization offering leadership development for the nonprofit sector. Since it was formed in 1972, the center has trained more than 50,000 staff members of public and private agencies in grantsmanship, program management, and fundraising.
Publications: *Program Planning & Proposal Writing*, a university text and prototype for proposal writing; *The Whole Nonprofit Catalog*, a free newsletter.

GRASSROOTS LEADERSHIP

1300 Baxter Street, Suite 200, P. O. Box 36006,
Charlotte, NC 28236
Phone: (704) 332-3090, FAX: (704) 332-0445

Grassroots Leadership provides leadership training to traditionally disempowered communities in the South. Programs include year-long training for individuals and custom-designed projects for organizations.

THE ROBERT K. GREENLEAF CENTER

1100 West 42nd Street, Suite 321, Indianapolis, IN 46208
Phone: (317) 925-2677

The Center's mission is to fundamentally improve the caring and quality of all institutions through a new approach to leadership, structure, and decision making. The servant-leader concept emphasizes increased service to others, a holistic approach to work, promoting a sense of community, and the sharing of power in decision making. The center's goals are to deepen the ideas of Robert K. Greenleaf and the principles of servant-leadership through the preservation and promotion of his writings and to produce and publish new resources by others on servant-leadership.
Publications: *The Servant Leader* quarterly; *The Servant as Leader*; *Industries: Servant-Leadership in Business*; *Helping Public Servants to be Servant-Leaders*; *The Servant as a Religious Leader*; *Spirituality as Leadership*; *The Leadership Crisis: A Message for College and University Faculty*; *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*; other books; essays; videotapes; audiotapes.
Meetings: Annual international conferences; workshops; symposia.

HAAS CENTER FOR PUBLIC SERVICE

P.O. Box 5848, Stanford, CA 94309-5848
Phone: (415) 723-0992, FAX: (415) 725-7339

Haas Center provides opportunities for students to increase their effectiveness as leaders in public-service work. In addition to leadership courses and development workshops, the organization sponsors intern programs and fellowships. Students conduct research on and actively serve in projects concerning education, homelessness, the environment, local governments, national public policy, international development, and the development of women leaders.
Publications: *Academic Study and Public Service: Making the Connections*; *Linking Service with Academic Study: The Faculty Role*; annual report.
Meetings: You Can Make a Difference annual conference.

HARTWICK HUMANITIES IN MANAGEMENT INSTITUTE

Hartwick College, Oneonta, NY 13820
Phone: (607) 431-4952 or (800) 94-CASES, FAX: (607) 431-4954

The Hartwick Humanities in Management Institute is a nonprofit research, education, and publishing organization which encourages and supports the study of mankind's greatest literary, philosophical, biographical, historical, dramatic, and artistic works as sources of knowledge of leadership
Publications: Thirty different Hartwick Classic Leadership Cases; Teaching Notes to accompany each case.

HIGHLANDER RESEARCH & EDUCATION CENTER

1959 Highlander Way, New Market, TN 37820
Phone: (615) 933-3443, FAX: (615) 933-3424

Founded in 1974, the Highlander Center is a nonprofit organization that seeks to empower people to take democratic leadership toward fundamental social change in communities throughout Appalachia and the Deep South. Based on the principle that institutional change can only be effective when solutions come from the people experiencing the problem, it provides educational programs that allow people to analyze their problems, test their ideas, learn from the experience of others, and stregthen their organizations. The Southern and Appalachian Leadership Training program is designed to serve emerging leaders who are actively working on social-justice issues. Workshops, technical assistance, fellowships, participatory learning, and peer interaction help participants to learn from collective experience.
Publications: *Highlander Reports* bi-monthly newsletter; *Environment and Development in the USA: A Grassroots Report; Highlander—An Approach to Education Presented Through a Collection of Writings:* working paper series includes *Participatory Education and Grassroots Development: Current Experiences in Appalachia, USA; Culture, the Roots of Community Esprit and Power;* songbooks; videotapes; audiotapes.

IC^2 INSTITUTE

University of Texas–Austin, 2815 San Gabriel, Austin, TX 78705
Phone: (512) 478-4081, FAX: (512) 499-0245

This institute is a major research center for the study of innovation, creativity, and capital. Key research and study concentrations include creative and innovative management, entrepreneurship, technology transfer, management of technology, measuring the state of society, and evaluation of attitudes and opinions on key issues.
Publications: Monographs; policy papers; research articles; books.
Meetings: Conferences; workshops.

INDEPENDENT SECTOR

1828 L Street, N.W., Washington, DC 20036
Phone: (202) 223-8100, FAX: (202) 416-0580

Independent Sector has over 800 members that include corporations, foundations, and national voluntary organizations. Its goals are: to preserve and enhance our national tradition of giving, volunteering, and not-for-profit initiative; to educate the public about the role of the independent nonprofit sector; and to conduct research on the independent nonprofit sector and its usefulness to society.
Publications: Books; research reports; monographs; videos.
Meetings: Annual conference.

INROADS, INC.

1221 Locust Street, Suite 800, St. Louis, MO 63103
Phone: (314) 241-7488, FAX: (314) 241-9325

INROADS develops and places talented minority youths in business and industry to prepare them for future corporate and community leadership. Over 5,000 African-American, Hispanic, and Native American high-school and college students with 3.0 or better grade averages receive internships. Over 700 corporate sponsors nationwide represent all industries—accounting, aerospace, automotive, banking, chemical, computers, consumer products, electrical, energy, finance, health care, insurance, manufacturing, pharmaceutical, publishing, retail, and utilities. Professional training seminars, over a four-year period, include time management, business presentation skills, team-building, and decision making.
Publications: *INROADS* quarterly newsletter; annual report.
Meetings: Quadrennial National Student Training Institute; annual meeting.

INSTITUTE FOR CASE DEVELOPMENT AND RESEARCH

Simmons College, Graduate School of Management, 409 Commonwealth Avenue, Boston, MA 02215
Phone: (617) 521-3840

The Institute for Case Development and Research develops and distributes case studies on issues and problems in the management of a variety of fields. All case studies feature women managers. Areas addressed include organizational behavior, career planning and development, leadership, minority women in management, and stress management.
Publications: *Bibliography of Cases on Women in Management.*

INSTITUTE FOR CONSERVATION LEADERSHIP

2000 P Street, N.W., Suite 413, Washington, DC 20036
Phone: (202) 466-3330, FAX: (202) 659-3897

The mission of the Institute for Conservation Leadership is to train and empower volunteer leaders and to build volunteer institutions that protect and conserve the earth's environment. Created in 1988, with support from the National Wildlife Federation and the Pew Charitable

Trusts, the institute has designed and tested programs to assist volunteer conservation leaders in developing skills, networks, and resources. Currently, the institute is an independent educational organization offering programs on board development, strategic mission and goals planning, individual leadership training, and executive-director training. The institute is committed to broadening the base of environmental protection as well as the depth of commitment to it.

INSTITUTE FOR EDUCATIONAL LEADERSHIP

1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036
Phone: (202) 822-8405, FAX: (202) 872-4050

Programs at national, state, and local levels support and enhance the capabilities of educators and policy makers. The institute acts as an educational forum for information exchange among government, nonprofit, and business sectors. Seminars are designed to train education leaders in federal-policy processes.
Publications: Triennial newsletter; policy reports.
Meetings: Washington Policy Seminars.

INSTITUTE FOR LEADERSHIP AND VOLUNTEER DEVELOPMENT

Public Service Suite, Virginia Polytechnic Institute and State University, Donaldson Brown Hotel and Conference Center, Blacksburg, VA 24061-0150
Phone: (703) 231-7966 or (800) 572-2180, FAX: (703) 231-7896

The institute's mission is to foster the development of leaders and volunteers for the good of the public. This mission is achieved through education, technical assistance, and research. The 21st Century Leadership Program helps experienced leaders in the New River Valley prepare for complex leadership situations through several sessions over a six-month period. Other leadership-development programs are custom-designed for university, public, nonprofits, or voluntary organizations. The Institute conducts research, fosters collaborative efforts among groups, and provides capacity-building assistance to culturally and ethnically diverse populations seeking to gain representation in community organizations.
Publications: Publications available for purchase focus on parliamentary procedure, local community leadership development, and boardsmanship.

JEPSON SCHOOL OF LEADERSHIP STUDIES

University of Richmond, Richmond, VA 23173
Phone: (804) 287-6081, FAX: (804) 287-6062

The Jepson School offers undergraduate major and minor degrees in leadership studies, an interdisciplinary approach that combines conceptual frameworks derived from theory and research with experiential learning. Because leadership is always exercised in a given context, students working toward a leadership major are required to earn a minor in one of the arts and sciences. Business majors are strongly encouraged to carry a double major. Students participate in field experiences, service learning, and internships. Jepson School also sponsors noncredit workshops and conducts research. Dr. Howard Prince, Dean of the Jepson School, developed undergraduate and graduate leadership programs at the U.S. Military Academy at West Point. Dr. James MacGregor Burns, Jepson Senior Scholar, has authored numerous publications on leadership and has won the Pulitzer, the National Book Award, the Tamiment Prize, the Parkman Prize, and the Woodrow Wilson Prize. Funding for the Jepson School was provided by a 1988 $20 million gift from Mr. and Mrs. Robert S. Jepson, Jr.
Meetings: The Leadership Forum is a series of symposia that brings lectures and debates on national and global concerns to the University of Richmond campus.

KANSAS LEADERSHIP FORUM

c/o Terrie McCants, 600 Park Street, Hays, KS 67601
Phone: (913) 628-4303

The Kansas Leadership Forum is a set of network activities designed to serve and assist those Kansas professionals and volunteers involved in providing youth and adult leadership-development activities. By linking people working in the field of leadership, the forum serves as a vehicle for the exchange of ideas, information, and knowledge about leadership education and development.
Publications: *The Kansas Directory of Leadership Education: 1993-1994.*
Meetings: Annual conference.

KANSAS STATE UNIVERSITY CENTER FOR LEADERSHIP

Department of Management, College of Business Administration, Calvin Hall, Kansas State University, Manhattan, KS 66506
Phone: (913) 532-6296, FAX: (913) 532-7024

The center was founded in 1990 to meet the needs of the academic community, the state, and local business communities. It is designed to encourage an interdisciplinary approach to leadership issues and to foster communication and collaboration among faculty and staff interested in leadership. Currently, the center offers a wide range of programs from quality management to team-building and other organizational-development issues. The center facilitates one-day workshops for regional members of the Central Association for College and University Business Offices. Plans for the future include grants to fund research on leadership.

LEADERSHAPE, INC.

4001 West Kirby Street, Champaign, IL 61812
Phone: (217) 351-6200, FAX: (217) 355-0910

LeaderShape, Inc., is a nonprofit organization committed to developing young adults who will lead with integrity. One program, the LeaderShape Institute, is a six-day session where students create visions, build teams, implement action plans, utilize ethics in decision making, and evaluate their personal strengths and weaknesses. Students create Leadershape Projects to work on when they leave to effect extraordinary improvement in their organizations within the following year. The Team Challenges Course is a four-hour outdoor team-building experience intended to reinforce trust, communication, risk taking, and self-esteem. Custom-designed programs which develop young adults who can lead with integrity take the form of one- or two-day conferences.

LEADERSHIP EDUCATION AND DEVELOPMENT, USA (LEAD, USA)

P.O. Box 684, Bedford, NY 10506
Phone: (800) 356-3360 or (914) 234-6642

LEAD, USA is a nonprofit-education institute training the next generation of leaders to find creative solutions to global problems. Founded and led by young adults, it is a catalyst of higher-education's role in improving global security. LEAD, USA fosters the development of the LEAD model of education, Students Teaching Students, a full-credit, college-level course designed and taught by students. The LEAD Summer Institute is an intensive four-week summer training program for those preparing to lead Students Teaching Students courses on their campuses. Outreach programs include LEAD Program for Students of African Descent; Women LEAD; LEAD for our Environment; Military LEAD; and Community Service Learning Project.

LEADERSHIP INSTITUTE

Graduate School of Business Administration, University of Southern California, Los Angeles, CA 90089-1421
Phone: (213) 740-3618, FAX: (213) 740-0200

The mission of the Leadership Institute is to serve as a laboratory for the creation of the New Leadership. To meet global challenges, from technological to environmental, the institute aims to develop leaders of leaders in business, the professions, and the public sector. Programs for practitioners addressing organizational effectiveness, leadership studies, and the life-cycle approach to human development include 6 x 6 for CEOs and the Program for Leadership Renewal for retreat, reflection, and refocus. Founded in 1991 with a start-up grant from the Lord Foundation, the institute's current chairman is Warren Bennis. The Leadership Research Center conducts studies on visionary leadership, innovation, transitions, succession, early identification of leadership potential, and ethical issues.
Publications: Research reports; newsletter; books.
Meetings: Seminars; conferences.

LEADERSHIP NETWORK

P.O. Box 9100, Tyler, TX 75711-9100
Phone: (903) 561-0437, FAX: (903) 561-9361

Leadership Network is a private, nonprofit foundation that serves as a major learning resource for senior pastors and other ministerial staff of large congregations nationally, including those with and without a denominational affiliation. To develop individual leadership and organizational skills at the local congregational level, Leadership Network offers a series of forums, including Missions Pastors, Executive Pastors, Small Groups, and Worship Leaders. For a nominal enrollment fee, the Leadership Network Bulletin Board Service is available 24 hours a day, seven days a week to provide access to hundreds of periodicals, organizations, networks, conferences, and resources pertaining to the church, culture, leadership, change, demographics, specific ministries, and job opportunities.
Publications: *Forum Files* newsletter which includes book reviews and reading lists; audiotapes of forum and conference presentations include Repurposing; The Century that has Already Begun; The Enormous Potential—Becoming a Teaching Church; Volunteerism in the Church; The Global Input of Local Ministry in Multicultural America; Communication—The Key to Implementing Small Groups; How to Lead Your Laymen from Success to Significance; Leadership—Exploiting the Change; others.
Meetings: Church in the 21st Century annual conference for pastors and church leaders; The Foundation annual

conference for laypersons; national and regional seminars for volunteer coordinators in large churches.

LEADERSHIP NETWORK

Baker College–Flint, G-1050 West Bristol Road, Flint, MI 48507
Phone: (313) 767-7600, FAX: (313) 766-4049

Leadership Network is a newly formed network of 1,200 professionals in the area of leadership education. For more information, contact Dr. Stephen Williams at Baker College.
Publications: *Journal of Leadership Studies* quarterly.

LINC CORPORATION

57 Lakeshore Drive, Irvine, CA 92714
Phone: (714) 552-4821, FAX: (714) 552-4904

LINC is a nonprofit-leadership-education organization that collaborates with distinguished leaders from every sector to enhance current leaders and educate the next generation of leaders to strengthen families, institutions, communities, nations, and the world. Activities include 21st Century Leadership Dialogues, forums to create visionary, proactive initiatives on social and economic issues; Leadership Knowledge Bank; 21st Century Leadership Enhancement Coaching; and Leadership Education for Our Next Generation.
Publications: *21st Century Leadership—Dialogues with 100 Top Leaders* book given as a gift to America's universities, colleges, graduate, and business schools; educational materials; "Leadership for the 1990s," a television series written with MacNeil Lehrer Productions.

MANDEL CENTER FOR NONPROFIT ORGANIZATIONS

Case Western Reserve University, 10900 Euclid Avenue, Cleveland, OH 44106-7164
Phone: (216) 368-8566, FAX: (216) 368-4793

The Mandel Center for Nonprofit Organizations is a university-wide, academic center sponsored by three prominent professional schools of Case Western Reserve University: the Mandel School of Applied Social Sciences, the Weatherhead School of Management, and the School of Law. The mission of the center is to foster effective management, leadership, and governance of nonprofit organizations, in human services, the arts, education, community development, religion, and other areas through instruction, research, and related academic activities. Programs include the Masters of Nonprofit Organizations, an advanced professional degree; The Certificate in Nonprofit Management for the practicing manager; The Executive Education Program of workshops and training for practicing managers; and The Distinguished Public Lecture Series.
Publications: *Journal of Nonprofit Management and Leadership*; *Nonprofit Notes* newsletter; research discussion paper series.

McDONOUGH CENTER FOR LEADERSHIP AND BUSINESS

Marietta College, Marietta, OH 45750
Phone: (614) 376-4760, FAX: (614) 376-4763

In 1986, Marietta College received a $5.5 million gift from Mrs. Alma McDonough to create the Bernard P. McDonough Center for Leadership and Business as a memorial to her late husband. Since then, the McDonough Center has worked to develop an academic program for undergraduate students, the Leadership Development Institute run in partnership with the Division of Student Life, and programs for the corporate community. Its focus is the academic study of leadership as an essential human phenomenon and the "hands-on" acquisition of leadership skills. Leadership in Action is a humanities-based program capitalizing on the college's strength as a liberal-arts institution.
Meetings: Leadership and the Liberal Arts Annual Conference.

MERSHON CENTER

The Ohio State University, 1501 Neil Avenue, Columbus, OH 43201
Phone: (614) 292-1681, FAX: (614) 292-2407

The Mershon Center is a multidisciplinary research and development unit at The Ohio State University that explores critical issues of war and peace through problem-oriented research and creative education. As part of the center's 20-year commitment to education for democratic citizenship, center faculty have been involved in a variety of collaborative research-and-development activities aimed at strengthening civic-leadership development for youth. In recent years, center faculty have consulted with leadership-development programs in Germany and Poland, as well as in the U.S. Contact: Dr. Robert B. Woyach.
Publications: *Preparing for Leadership: A Young Adult's Guide to Leadership Skills in a Global Age*, Greenwood Press, 1994; *Directory of Youth Leadership Groups, 1990*; articles; reports.

MILITARY PSYCHOLOGY AND LEADERSHIP
College Militaire Royal de Saint-Jean, Saint Jean,
Quebec, Canada JOJ 1RO
Phone: (514) 358-6556, FAX: (514) 358-6799

This organization's objectives are to teach and to conduct research on the topic of leadership. Leadership, a 45-hour course, teaches a new style of leadership. Ongoing research is being conducted to explore the new leadership abilities which are required to effectively lead people in the changing world scene. Three major surveys on the perception of effective leadership practices within the Canadian Forces have just been completed.
Publications: Papers and communications within the Canadian Forces.

MILLER CENTER OF PUBLIC AFFAIRS
The University of Virginia, 2201 Old Ivy Road, P.O. Box
5106, Charlottesville, VA 22905
Phone: (804) 924-7236, FAX: (804) 982-2739

The Miller Center is a nonprofit, research institute dedicated to scholarship on the American presidency and the enhancement of the structure and functioning of that office. As the only university-based nonpartisan institution with an exclusive focus on the presidency, the Miller Center brings together academics and public servants to serve the scholarly community, the government, and the public. Research programs cover the institution of the presidency, domestic- and foreign-policy issues, and the process of governance. Seven commission studies have made recommendations on presidential disability, presidency and science advising, the presidency and the press, the presidential nominating process, presidential transitions and foreign policy, and the selection process of vice-presidents.
Publications: *Presidential Portraits*; *Miller Center Report* quarterly; some 300 scholarly and edited books; research reports.
Meetings: Miller Center Forums; Monticello Conversations; Rotunda Lectures.

NATIONAL ASSOCIATION FOR COMMUNITY LEADERSHIP
One Jackson Square, 233 McCrea Street, Suite 501,
Indianapolis, IN 46225
Phone: (317) 637-7408, FAX: (317) 637-7413

Community Leadership strengthens and transforms communities in America. Members include hundreds of local and state community leadership programs and their alumni groups. Community Leadership creates, gathers and distributes information; provides training; creates systems of communication; and works with local organizations. It acts as a clearinghouse responding to requests for advice and examples of successful programs.
Publications: *Taking Leadership to Heart*; *How to Develop a Community Leadership Organization*; *Exploring Leadership*; *A Colorful Quilt: The Community Leadership Story*; *Leadership News* quarterly; brochure.
Meetings: Annual conference; seminars.

NATIONAL ASSOCIATION FOR FAMILY & COMMUNITY EDUCATION
P.O. Box 835, Burlington, KY 41005
Phone: (606) 586-8333, FAX: (606) 586-8348

The National Association for Family and Community Education is an organization of 300,000 grassroots volunteers. Its mission is to strengthen the family as the foundation for a healthy and prosperous society. To accomplish this, NAFCE carries out educational, leadership-development, public policy, and community-service programs—Family Community Leadership Program; Women Feed the World; programs that address family issues, literacy, environmental issues, and global concerns. NAFCE aims to prepare a generation of responsible, loyal, mature, and informed leaders.
Publications: Annual report; brochure.
Meetings: Annual conference.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS DIVISION OF STUDENT ACTIVITIES
National Association of Secondary School Principals,
1904 Association Drive, Reston, VA 22091
Phone: (703) 860-0200, FAX: (703) 476-5432

NASSP is a resource center for materials relating to leadership and leadership training at the secondary-school level. It develops and distributes leadership-training resources and guides for secondary-school use.
Publications: *Leadership for Student Activities* monthly.

NATIONAL CENTER FOR NONPROFIT BOARDS
2000 L Street, N.W., Suite 510, Washington, DC 20036
Phone: (202) 452-6262, FAX: (202) 452-6299

NCNB's mission is to improve the effectiveness of nonprofit organizations by strengthening their boards of directors. The board-development program helps nonprofits design and conduct workshops and retreats. The Board Information Center provides information and advice on nonprofit governance. The membership program offers significant discounts on publications, workshops, and board-development programs; a subscription to NCNB's periodical; and a toll-free access to the

Board Information Center.
Publications: *Board Members* bimonthly; books; audio tapes; resource kits.
Meetings: Regional workshops for board and staff; annual National Leadership Forum.

NATIONAL CIVIC LEAGUE

1445 Market Street, Suite 300, Denver, CO 80202-1728
Phone: (303) 571-4343, FAX: (303) 571-4404

The National Civic League's mission is to assist, motivate, and enable community leaders and to serve as a national forum in which they can exchange ideas and strategies for the strengthening of self-government. Founded in 1894 by Theodore Roosevelt and other turn-of-the-century progressives, NCL's philosophy is based on the power of collaborative problem-solving among business, nonprofit, and government sectors and among people with diverse perspectives. The Civic Assistance Program helps communities develop consensus on a vision, goals, and action plans; enhance regional economic development strategies; and share responsibility for action on critical issues.
Publications: *Using Performance Measurement in Local Government: A Guide to Improving Decisions, Performance and Accountability; Civics in the Workplace* research report; *National Civic Review* quarterly journal; *Civic Action* bi-monthly newsletter; annual report; NCL Press publishes structural and procedural models for local governments, handbooks for local policymakers, and guides for measuring and improving levels of organizational performance.
Meetings: Annual National Conference on Governance in November.

NATIONAL CLEARINGHOUSE FOR LEADERSHIP PROGRAMS

1135 Stamp Student Union, University of Maryland at College Park, College Park, MD 20742-4631
Phone: (301) 314-7164, FAX (301) 314-9634

The National Clearinghouse for Leadership offers the following resources to leadership educators in higher education: program materials, strategies, research reports, a bibliography, and a network of professionals in the field. NCLP's Student Leadership Model is a guide for designing a comprehensive student-leadership program. Course and program syllabi from the Center for Creative Leadership series, *Leadership Education: A Source Book*, are archived at NCLP and available to leadership educators.
Publications: *Concepts & Connections: A Newsletter for Leadership Educators* published three times a year; NCLP Publication Series includes a Leadership Scholar Series and a Leadership Education Series; *NCLP Leadership Bibliography*.

NATIONAL FORUM FOR BLACK PUBLIC ADMINISTRATORS

777 North Capitol Street, N.E., Suite 807, Washington, DC 20002
Phone: (202) 408-9300, FAX: (202) 408-8558

NFBPA develops specialized training for Black managers and executives in public administration. The Executive Leadership Institute grooms mid-level executives for higher positions in government. The Mentor program matches aspiring Black managers with seasoned executives over an eight-month period. The South African Leadership Training program helps prepare Black South Africans for careers in public management. The Bridges Summer Internship program offers undergraduate and graduate students the opportunity to apply their public-administration studies in practical settings. Jobs hotline outside Washington, DC, (800) 55-FORUM; in Washington, DC, (202) 39-FORUM. Beverly A. Scott, Ph.D., Executive Director.
Publications: *The Forum* quarterly; *Membership Directory*.
Meetings: Annual conference each spring.

NATIONAL HISPANA LEADERSHIP INSTITUTE

1816 Jefferson Place, N.W., Suite 007, Washington, DC 20036-2505
Phone: (202) 466-6732, FAX: (202) 466-6733

In 1988, the Coors Brewing Company funded the National Hispana Leadership Institute as a pilot project. Currently, the nonprofit organization is funded by over 50 contributors. The mission of the NHLI is to bring together and prepare dedicated Hispanic women who have demonstrated community leadership to realize their leadership potential, to promote the advancement of the Hispanic community, to create a national network for positive change, and to support and nurture Latina leadership. Conexion Latina, a regional community-leadership program, is offered in major cities throughout the U.S. Participants are successful, professional Hispanic women in the private and public sector. Graduates of the program are encouraged to serve on local, state, and national boards, commissions, and elected office and to serve as mentors for other professional Hispanic women.
Publications: *Latina* quarterly newsletter; *The Leading Edge* biannual alumnae review.
Meetings: Alumnae Summit meeting; annual meeting.

NATIONAL HISPANIC LEADERSHIP AGENDA

1919 Pennsylvania Avenue, N.W., Suite 300,
Washington, DC 20036
Phone: (202) 785-3314, FAX: (202) 785-3318

Founded in 1991 as a nonpartisan coalition, the National Hispanic Leadership Agenda calls for a spirit of unity among Latinos nationwide to provide the Hispanic community with greater visibility and a clearer, stronger voice in our country's affairs. Its efforts are to frame policy and promote public awareness in the areas of civil rights, education, health, housing, and economic opportunity. Governing NHLA is a board of 51 distinguished Hispanic leaders, elected officials, corporate executives, and professionals.

NATIONAL OUTDOOR LEADERSHIP SCHOOL

288 Main Street, Lander, WY 82520
Phone: (307) 332-6973, FAX: (307) 332-3631

Since 1965, NOLS has been providing teenagers and adults with the opportunity to learn wilderness skills, leadership, and practical outdoor conservation. Courses held in the Rocky Mountains, Pacific Northwest, Southwest, Alaska, Mexico, Chile, India, and Kenya range from two weeks to three months. The curriculum covers safety and judgment, leadership and teamwork, outdoor skills, and environmental studies during horsepacking, kayaking, rafting, sailing, mountaineering, rock climbing, skiing, or hiking expeditions. NOLS students may earn optional college credit by making arrangements for independent study.
Publications: *Soft Paths* available in book or video; *The NOLS Cookery*; *NOLS Newsletter* bi-monthly.

NATIONAL SOCIETY FOR EXPERIENTIAL EDUCATION

3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229
Phone: (919) 787-3263, FAX: (919) 787-3381

As a community of individuals, institutions, and organizations, the National Society for Experiential Education is committed to fostering the effective use of experience as an integral part of education, to empower learners, and to promote the common good. Its goals are to: 1) advocate for the use of experiential learning throughout the educational system and the larger community; 2) enhance the professional growth and leadership development of its members; 3) disseminate information on principles of good practice and on innovations in the field; and 4) encourage the development and dissemination of research and theory related to experiential learning.
Publications: *Experiential Education* bimonthly; *The National Directory of Internships*; *Combining Service and Learning: A Resource Book for Community and Public Service*; other books; resource papers; occasional papers.
Meetings: Annual conference.

NATIONAL YOUTH LEADERSHIP COUNCIL

1910 West County Road B, Roseville, MN 55113
Phone: (612) 631-3672 or (800) FON-NYLC, FAX: (612) 631-2955

National Youth Leadership Council develops programs and supports individuals, organizations, and communities that encourage youth service and leadership. With regional centers in Michigan, Pennsylvania, New Mexico, and Washington State, it coordinates the National Service-Learning Initiative. This project works with more than 30 model K-8 "Generator Schools" throughout the country dedicated to demonstrating the promise of service-learning. NYLC runs an annual summer camp, the National Youth Leadership Project, which trains young people to lead service-learning initiatives in their own schools and communities. It also offers training nationwide for educators interested in service-learning and the National Indian Youth Leadership Project.
Publications: *Generator* semi-annual journal of service-learning; *Growing Hope: Sourcebook on Integrating Youth Service into the School Curriculum.*
Meetings: Annual national conference.

NEIGHBORHOOD REINVESTMENT CORPORATION

2368 Victory Parkway, Suite 401, Cincinnati, OH 45206
Phone: (513) 221-4041, FAX: (513) 221-4425

Building on 20 years of experience, the Neighborhood Reinvestment Corporation works with residents, government, and business leaders to develop strong partnerships that revitalize America's urban and rural communities and make housing affordable in 358 neighborhoods throughout the U.S. The Neighborhood Reinvestment Training Institute offers courses in community development, nonprofit management skills, working with groups, leadership development, fundraising, property management, and housing counseling.
Publications: *Evaluating Executive Directors*; *Managing Executive Transitions Guide*; *Resource Guide for Field Services Officers*; *Danger Zone Hiring Poster.*

NONPROFIT MANAGEMENT AND LEADERSHIP PROGRAM

University of Missouri–St. Louis Continuing Education—
Extension, 8001 Natural Bridge Road, St. Louis, MO
63121-4499
Phone: (314) 726-6888 FAX: (314) 726-6889

The Nonprofit Management and Leadership Program for practicing managers, professionals, board members, and other leaders of nonprofit and voluntary organizations offers short, noncredit and semester-long credit courses. Courses for credit include Leadership and Management in Nonprofit Organizations. Short courses include Effective Management of Arts or Cultural Organizations; Leadership, Law & Ethics in Nonprofit Organizations; The Effective Board/Staff Partnership; Grant Writing.

NORTH CAROLINA COLLEGE PERSONNEL ASSOCIATION LEADERSHIP CONSORTIUM

P.O. Box 10662, Raleigh, NC 27605-0662

This leadership consortium is a statewide organization for those who run leadership-development programs through college and university student affairs or student development offices.
Meetings: In conjunction with the annual fall North Carolina College Personnel Association conference, the Leadership Consortium holds a preconference on leadership issues. Fall 1994 preconference will be "Women's Ways of Leading."

OUTWARD BOUND USA

Route 9D, R2 Box 280, Garrison, NY 10524-9757
Phone: (914) 424-4000 or (800) 243-8520, FAX: (914)
424-4280

Outward Bound USA is a system of five wilderness schools and several urban centers in the U.S. and part of a global network that includes 40 schools in 20 countries. Its mission is to conduct safe adventure-based programs structured to inspire self-esteem, self-reliance, concern for others, and care for the environment. All Outward Bound programs teach leadership, teamwork, decision making, goal setting, problem solving, safety, confidence, and compassion. Courses vary from wilderness adventure and urban programs to professional development and contract programs. Some courses offer college credits.
Publications: Annual report; *National Course Catalog*.

POYNTER INSTITUTE FOR MEDIA STUDIES

801 Third Street South, St. Petersburg, FL 33701
Phone: (813) 821-9494, FAX: (813) 821-0583

The Poynter Institute for Media Studies is a school dedicated to helping journalists fulfill their highest responsibility—to empower citizens by informing them. The institute's program emphasizes innovative thinking, telling stories with powerful words and images, the highest ethical standards, and leadership and management to build successful journalism enterprises. Educational and apprentice opportunities are available for beginning- and mid-career professionals in reporting and editing, graphics and design, journalism management and leadership, media ethics, and news research.
Publications: *Eyes on the News* research report; *Poynter Report* quarterly newsletter; *The Poynter Papers* series of occasional papers include "A Call to Leadership" and "Community Connectedness"; books; videotapes.
Meetings: Seminars include New Leaders in the Newsroom; Ownership and Leadership—Imagining a Bright Future for Journalism; Photojournalism and Leadership.

PRINCETON CENTER FOR LEADERSHIP TRAINING

997 Lenox Drive, Suite 304, Lawrenceville, NJ
08648-2317
Phone: (609) 844-1040, FAX: (609) 844-1011

The mission of the Princeton Center for Leadership Training is to increase opportunities for young people to succeed in school and in life. To achieve this mission, the center helps students develop effective leadership skills and trains teams of educators, parents, and members of the community to work collaboratively to improve the education environment. Programs fall into two categories: Team Mentoring for Youth programs, which incorporate the power of peers and the influence of role models; and Partners in Learning Services programs, which help school-based leaders team-design and manage school-reform efforts. Programs are designed to reduce isolation, foster communication, improve morale, increase competence, and build confidence in all members of the school community.
Publications: *Partners*.
Meetings: Annual Urban/Suburban Conference for high school seniors and faculty advisors from the Northeast.

PRINCETON PROJECT 55 AND CENTER FOR CIVIC LEADERSHIP
32 Nassau Street, Princeton, NJ 08542
Phone: (609) 921-8808, FAX: (609) 921-2712

Princeton Project 55 is a nonpartisan, nonprofit organization established by the Princeton University Class of 1955 to mobilize Princeton alumni, students, and others to strengthen national institutions and values, to provide civic leadership, and to implement solutions to critical national and global problems. The Center for Civic Leadership coordinates and supports public-interest projects approved by Princeton Project 55. Their Public Interest Program places Princeton students and recent graduates in summer internships and full-year fellowships with public-interest organizations throughout the U.S. Character Education promotes honesty, responsibility, perseverance, and respect for self and others through community service, classroom instruction, media campaigns, regional conferences, publications, and a clearinghouse of effective programs and materials. Other programs include Mentoring, Service Exchange Program, and the Time/Dollar Program. PP55 does offer program-development assistance and support, but it is not a grant-making foundation.

PROJECT PUBLIC LIFE
Humphrey Center, Room 130, 301 19th Avenue South, Minneapolis, MN 55455
Phone: (612) 625-0142, FAX: (612) 625-6351

Project Public Life began in 1989 as an experiment in civic education whose goal was to create a practical and theoretical approach that develops people's leadership capacities as citizens. One result is the Center for Democracy and Citizenship, which is dedicated to the advancement of democracy in the U.S. and abroad; and to the study and advancement of education for effective public-spirited action by citizens on public problems. The center undertakes projects in areas of research, teaching, and outreach through civic leadership training. In 1993, the center joined the Whitman Center at Rutgers to launch a national campaign called The New Citizenship to reinvigorate civic leadership. The center also sponsors civic-education programs for youths, health professionals, low-income parents, government employees, and others.
Publications: *Doing Politics: An Owner's Manual for Public Life*; *Making the Rules: A Guide for Young People Who Intend to Make a Difference*; *Public Life: The Newsletter of Project Public Life*; annual report.
Meetings: Annual May conference; annual fall training institute.

PUBLIC LEADERSHIP EDUCATION NETWORK
1001 Connecticut Avenue, N.W., Washington, DC 20036
Phone: (202) 872-1585, FAX: (202) 457-0549

Network members are 18 women's colleges working together to educate women for public leadership. PLEN sponsors six programs annually in Washington, DC, a spring-semester internship program, and individually scheduled mentor sessions.
Publications: *Learning to Lead: The College Women's Guide to Internships and Other Public Policy Learning Opportunities; 1988 Wingspread Report: Educating Women for Leadership.*
Meetings: Women and Public Policy Seminar each January; Women and Congress Seminar each March; Women and International Policy each May; Women and Law Conference each November.

REFLECTIVE LEADERSHIP CENTER
Hubert H. Humphrey Institute, 301 19th Avenue South, Minneapolis, MN 55455
Phone: (612) 625-7377, FAX: (612) 625-2351

Reflective leadership is informed by a sense of history, oriented toward the future, imbued with ethics and vision, strong on follow-through and diversity. Reflective leadership is central to the Hubert H. Humphrey Institute's mission of education for public responsibility in a highly complex, specialized, and technical society. Seminars and workshops on leadership, public affairs, and societal change are designed for experienced practitioners with diverse ethnic and occupational backgrounds. All programs link theory and practice through role-plays, simulations, small groups, journal writing, retreats, private study, presentations, and discussions.

THE SOCIETY FOR NONPROFIT ORGANIZATIONS
6314 Odana Road, Suite 1, Madison, WI 53719
Phone: (608) 274-9777, FAX: (608) 274-9978

Members are leaders, staff, board members, volunteers, and others who serve the nonprofit sector. The society's purpose is to provide a forum for the exchange of information, knowledge, and ideas on strengthening and increasing productivity within nonprofit organizations and to promote collaboration among their leaders. The society provides education and training programs and offers professional-support services. TeamTrack workshops on fundraising, total quality management, effective boards, and strategic planning are designed exclusively for nonprofit organizations. Society members are eligible for group discounts on long distance, health insurance, travel, and other services.

Publications: *Nonprofit World Journal* bimonthly; *Nonprofit World Updates* bimonthly newsletter; *Nonprofit Leadership and Management Series.*

TRUSTEE LEADERSHIP DEVELOPMENT

719 Indiana Avenue, Suite 370, Indianapolis, IN 46202
Phone: (317) 636-5323

Trustee Leadership Development is a national leadership-education program for nonprofit organizations and their boards. Administered by Trinity Episcopal Church, Indianapolis, Indiana, and funded by the Lilly Endowment, Inc., the program's purpose is to develop and provide educational resources, consultation, and direct service to nonprofit boards of trustees. Programs include Trustee Education for Organizations, which focuses on organizational history, mission, community dynamics, and future vision; and Trustee Education for Individuals, which helps volunteers define their own personal missions.
Publications: *TLD Trustee Education Manual*; *TLD Individual and Community Trusteeship Manual.* Videotapes include *Trustee Leadership Development: Building the Capacity to Serve and to Lead*; *A Personal Tour of Trustee Education*; *Trusteeship for Individuals: Renewing the Legacy of Trusteeship; The Trustee Educator*, a newsletter.

WASHINGTON CENTER FOR INTERNSHIPS AND ACADEMIC SEMINARS

750 First Street, N.E., #650, Washington, DC 20002
Phone: (202) 336-7600, FAX: (202) 336-7609

The center was founded to provide promising college students with real-world work experience and professional contacts through internships and academic seminars. Internships are full-time entry-level summer jobs in the Washington area. Academic seminars are one- to three-week workshops combining lectures, panel discussions, site visits, briefings, and Mentor-for-a-Day programs with journalists, lawyers, executives, policy makers, diplomats, financial experts, and members of Congress. Some of the seminar subjects are Leaders on Leadership; Women as Leaders; and Global Village—World Politics and Economics. Specialized internship opportunities include the Minority Leaders Fellowship Program.

WILDERNESS EDUCATION ASSOCIATION

20 Winona Avenue, Box 89, Saranac Lake, NY 12983
Phone: (518) 891-2915 x254, FAX: (518) 891-2915 x214

The purpose of the Wilderness Education Association is to promote the professionalism of outdoor leadership and to thereby improve the safety and quality of outdoor trips and enhance the conservation of the wild outdoors. This nonprofit membership organization promotes wilderness education and preservation through leadership training primarily at the college level. Strategies to achieve professionalism include the National Standard Program for Outdoor Leadership Certification, accreditation, curriculum development, program consulting, research, and education-support services. Backpacking, rafting, and mountaineering courses are available for college credits; for trainer certification; and for short-term, low-impact sessions. Participants learn judgment and decision making, group dynamics, wilderness skills, environmental ethics, and emergency procedures. WEA coordinates a national outdoor communications network.
Publications: *The Backcountry Classroom: Lesson Plans for Teaching in the Wilderness*; *The Wilderness Educator: The WEA Curriculum Guide*; quarterly newsletter.
Meetings: Annual conference.

YOUTH ACTION

2335 18th Street, N.W., Washington, DC 20009
Phone: (202) 483-1432, FAX: (202) 234-9864

Youth Action provides financial, informational, and technical assistance to organizations which serve young people from low-income backgrounds and are involved in social-justice efforts. The Young Leaders Network facilitates interaction and communication among young leaders in an effort to build youth coalitions. The Citizen Project provides internships and training in an effort to increase the number of young people involved in social justice activities.

FOUNDATIONS

MARY REYNOLDS BABCOCK FOUNDATION, INC.

102 Reynolda Village, Winston-Salem, NC 27106-5123
Phone: (910) 748-9222

The Foundation supports citizen action in environmental protection programs, development of public policy, grassroots organizations, opportunities for women, and rural issues. In 1992, the Rural Organizing and Cultural Center in Lexington, MS, received $20,000 for a leadership-development program. The North Carolina Institute of Political Leadership in Wilmington, NC, received $40,000 for a Fellows Leadership Program and the development of a how-to manual for other leadership programs.
Publications: Annual report; program policy statement.

THE BUSH LEADERSHIP FELLOWSHIP PROGRAM

332 Minnesota Street, Saint Paul, MN 55101
Phone: (612) 227-0891, FAX: (612) 297-6485

Individual grants for mid-career development are available for people ages 28-54 residing and working in Minnesota, North Dakota, South Dakota, and northwestern Wisconsin. Information can be requested by contacting Mr. John Archabal, Director.

THE DANFORTH FOUNDATION

231 South Bemiston Avenue, Suite 1080, St. Louis, MO 63105-1903
Phone: (314) 862-6200

Established in 1927, the Danforth Foundation is a national, educational philanthropy dedicated to enhancing the humane dimensions of life. Through grants and programs, the foundation emphasizes activities which improve the quality of teaching and learning, faculty and student relationships, and also deals with ethical and equity issues in education, and educational leadership in precollegiate and higher education. Total giving in the fiscal year ending May 31, 1993, was $7 million. Some of the leadership programs which received support are Danforth Program for School Leaders, school/university/community partnerships; American Youth Foundation, which conducts summer leadership conferences and year-long leadership programs for youths; Bank Street College of Education, an 18-month educational-leadership program; Center for Establishing Dialogue in Teaching and Learning, Inc., which seeks to change the process of assessing school children; Institute for Educational Leadership; Superintendents' Leadership Activities; many other university, public school, and independent programs.
Publications: Annual report; informational brochure; financial statement; grants list.

THE PETER F. DRUCKER FOUNDATION FOR NONPROFIT MANAGEMENT

666 Fifth Avenue, 10th Floor, New York, NY 10103
Phone: (212) 399-1710, FAX: (212) 399-4426

The mission of the Drucker Foundation is to help the social sector achieve excellence in performance and build responsible citizenship. Guided by the writings and teachings of Peter Drucker, the foundation helps nonprofits manage for the mission, improve governance, achieve accountability, convert good intentions into results, and make innovation part of all strategy. To achieve its goals, the foundation offers seminars on leadership and effective management, roundtables, and video teleconferences. The Peter F. Drucker Award for Nonprofit Innovation, accompanied by a $25,000 prize, is presented each year to a nonprofit organization that has demonstrated innovation in a program or project.
Publications: *Drucker Foundation News* quarterly newsletter; *Drucker Foundation Self Assessment Tool* instrument to evaluate the performance of nonprofit organizations; books; videotapes; audiotapes.
Meetings: Two major conferences each year.

JESSE BALL DUPONT FUND

225 Water Street, Suite 1200, Jacksonville, FL 32202-4424
Phone: (904) 353-0890, FAX: (904) 353-3870

The Jessie Ball duPont Fund provides grants limited to those institutions to which the donor contributed personally during the five-year period ending December 31, 1964. Approximately 350 institutions meet this criterion. These institutions generally fall into six categories: education, culture, historic preservations, human services, health, or religion. Giving is primarily in the mid-Atlantic states and the South, especially Florida, Delaware, and Virginia. Grants made in 1993 equal approximately $6 million. In 1993, the Episcopal Diocese of Delaware received a two-year grant to support the establishment of the First State Community Loan Fund.
Publications: *Notes from the Field* published twice a year highlighting one of the Fund's program areas; annual report; informational brochure; application guidelines.

FUND FOR AMERICAN STUDIES
1526 18th Street, N.W., Washington, DC 20036
Phone: (202) 986-0384, FAX: (202) 986-0390

The Fund for American Studies supports the development of campus leadership through programs based upon the concept that students who confront national and international issues with the assistance of accomplished professionals are those who will be the most qualified leaders. Students of comparative politics, economics, private enterprise, and journalism receive scholarships and internships.
Publications: *FASTrack* quarterly; newsletter.

GENERAL ELECTRIC FOUNDATION
3135 Easton Turnpike, Fairfield, CT 06431
Phone: (203) 373-3216

Grants are awarded to institutions involved in higher education and minority education, community organizations, public-issues research, programs for equal opportunity and international understanding. In 1992, the State Legislative Leaders Foundation in Centerville, MA, received $25,000 for leadership development within government and public administration. CORO Foundation received $25,000 for leadership-development activities in public affairs.
Publications: Annual report.

GENERAL SERVICE FOUNDATION
1445 Pearl Street, Suite 201, Boulder, CO 80302
Phone: (303) 447-9541

The International Peace program awards grants internationally to projects that address the root causes of conflict and promote peaceful and stable communities in Mexico, Central America, and the Caribbean. Projects include education, policy analysis, leadership development, and collaboration among nongovernmental organizations. The average grant is between $10,000 and $35,000.
Publications: Annual report; grants list.

THE HEARST FOUNDATION, INC., AND THE WILLIAM RANDOLPH HEARST FOUNDATION
888 Seventh Avenue, 45th Floor, New York, NY 10106-0057
Phone: (212) 586-5404

Both foundations give to programs which aid poverty-level and minority groups, educational programs, leadership development, health-delivery systems, and cultural programs. In 1992, giving for the Hearst Foundation totaled $5 million and giving for the William Randolph Hearst Foundation totaled $12 million. Some leadership programs that received support are The Washington Center for its Minority Leaders Fellowship Program; ASPIRA for ongoing programs for Hispanic youths; Brooklyn Ecumenical Cooperatives for the Leadership Development Institutes for community residents; and the Children's Defense Fund for leadership development in the religious community.
Publications: Application guidelines.

THE HITACHI FOUNDATION
1509 22nd Street, N.W., Washington, DC 20037
Phone: (202) 457-0588, FAX: (202) 296-1098

The Hitachi Foundation was established in 1985 by Hitachi, Ltd., in response to a recognized need for a more serious and visible corporate responsibility. The foundation makes grants to nonprofit organizations in the areas of community development, education, and global citizenship. To date, the foundation has made more than 400 grants totalling just over $12 million. In addition, the Matching Funds Program has fostered a partnership between the foundation and Hitachi Group companies in the U.S., making 425 grants totalling $575,000. Another program, the Yoshiyama Award for Exemplary Service to the Community, recognizes high school seniors who have distinguished themselves through extensive service and leadership in their communities.
Publications: Annual report; grant application form and guidelines; Yoshiyama Award nomination forms and information. Contact Laurie Regelbrugge, Senior Program Officer.

INDUSTRIAL AREAS FOUNDATION
36 New Hyde Park, Franklin Square, NY 11010
Phone: (516) 354-1076, FAX: (516) 354-3109

The Industrial Areas Foundation is a consortium of 28 multidenominational religious groups whose purpose is to empower, motivate, and mobilize community leaders into action. The IAF sponsors leadership-development programs involved with local, regional, and international neighborhood improvements; voter turnout; minimum wage lobbying; interfaith education; and citizen organizing.
Meetings: National Training Conference annual ten-day conference; workshops; retreats.

THE JOYCE FOUNDATION

135 South LaSalle Street, Suite 4010, Chicago, IL 60603
Phone: (312) 782-2464, FAX: (312) 782-4160

The Joyce Foundation's educational priority is to support primary- and secondary-public-school reform in midwestern cities with a high percentage of low-income students. Current focus is on four cities: Chicago, Cleveland, Detroit, and Milwaukee. In those cities, concentration is on programs aimed at changing the organization, structure, and performance of public-school systems that serve disadvantaged students. The foundation is most interested in projects that spark comprehensive change in four critical areas: teacher training and professional development, development and advocacy of public policy, organization and training of parents to take a more active role in the education process, and leadership development of school administrators. Grants approved in 1993 totaled $18.9 million, of which over $4.4 million were in the area of education.
Publications: Annual report; application guidelines; newsletter.

EWING MARION KAUFFMAN FOUNDATION CENTER FOR ENTREPRENEURIAL LEADERSHIP, INC.

4900 Oak Street, Kansas City, MO 64112-2776
Phone: (816) 932-1075, FAX: (816) 932-1100

The foundation's mission is to research and identify the unfilled needs of society and to develop, implement and fund breakthrough solutions that have a lasting impact and offer people a choice and hope for the future. Their Center for Entrepreneurial Leadership was established in 1992 to stimulate the growth and development of entrepreneurship in both the for-profit and nonprofit sectors. An Entrepreneurial Training Institute teaches strategic development to existing or emerging entrepreneurs and also teaches about the free-enterprise system to students from kindergarten through high school. The institute supports applied research, curriculum development, entrepreneurship course production and dissemination, support systems, measurement, and evaluation.
Publications: Brochure.

W. K. KELLOGG FOUNDATION

One Michigan Avenue East, Battle Creek, MI 49017-4058
Phone: (616) 968-1611, FAX: (616) 968-0413

The W. K. Kellogg Foundation aims to help people help themselves. It provides seed money to organizations and grants to persons and programs concerned with the application of existing knowledge rather than research. International Leadership Grants are awarded to emerging leaders, established leaders, and fellowship programs in Africa, Latin America, and the U.S. In 1992, total giving was $182 million. Leadership programs received $21.5 million.
Publications: Annual report; informational brochure; newsletter.

LILLY ENDOWMENT INC.

P.O. Box 88068, Indianapolis, IN 46208
Phone: (317) 924-5471, FAX: (317) 926-4431

The Lilly Endowment offers support for religion, education, and community development with special concentration on programs that benefit youth, develop leadership, and help develop state-of-the-art fundraising to make nonprofit organizations become more self-sustaining. Total giving in 1993 was $131.8 million. Grant approvals totaled $47.6 million. Trinity Episcopal Church received $1.4 million for continuation of Trustee Leadership Development, an educational program that seeks to help charitable and educational organizations respond creatively to changing societal circumstances and renew their service to society. The National Association for Community Leadership received a grant to strengthen local leadership programs by developing a statewide educational and training model. Girls Incorporated received $750,000 to develop a comprehensive trustee-education program for its local and national volunteers.
Publications: Grantmaking Portfolio; *Progressions: A Lilly Endowment Occasional Report*; *Initiatives in Religion*; annual report; informational brochure; program policy statement; application guidelines.

JOHN D. AND CATHERINE T. MACARTHUR FOUNDATION

140 South Dearborn Street, Chicago, IL 60603-5285
Phone: (312) 726-8000, FAX: (312) 917-0334

Created in 1978 for charitable and public-service purposes, the John D. and Catherine T. MacArthur Foundation makes grants in the areas of health; education; the environment; population; international peace and cooperation; individual creativity; mass communications; and in Chicago and Palm Beach County, Florida, community development and cultural affairs. In fiscal 1993, preliminary figures show that over $154 million in grants were approved. In 1992, the Fund for Leadership Development awarded $1.1 million in fellowships to encourage innovation in several areas.
Publications: *Annual Report*; *Programs and Policies*; *MacArthur in Brief*; application guidelines. Write to Richard Kaplan, Grants Management, Research and Information.

JOYCE MERTZ-GILMORE FOUNDATION

218 East 18th Street, New York, NY 10003
Phone: (212) 475-1137

The foundation supports programs concerned with human rights, the environment, world security issues, leadership development, and New York City cultural, social, and civic concerns. The Women's Technical Assistance Project in Washington, DC, received $15,000 to help community-based women's groups in rural and low-income areas. The Rural Development Leadership Network in New York City received $15,000 to strengthen the leadership ability of people involved in rural community-development efforts. Center for Third World Organizing in Oakland, CA, received $15,000 to provide fellowships for those with leadership potential who wish to make careers in social-justice work.
Publications: Biennial report; informational brochure; grants list.

CHARLES STEWART MOTT FOUNDATION

1200 Mott Foundation Building, Flint, MI 48502-1851
Phone: (810) 238-5651, FAX: (810) 766-1753

The Charles Stewart Mott Foundation supports community improvement through grants for, among other programs, training in and improving practices of leadership. Mott was a pioneer in the concept of community education. Total giving in 1993 was $49 million. In 1992, the Institute of International Education received two grants totaling approximately $380,000 to improve linkages between education and other human services and to update a resource guide on federal policies, programs, and research and evaluation data for young people. Southport Institute for Policy Analysis received a second-year grant of $30,000 to advocate and develop recommendations for an effective federal-government leadership role in addressing the chronic problem of workforce literacy. The Leadership Institute in Randburg, South Africa, received $100,000 for continued support. The Institute of International Education received $75,000 to continue support for South African Career Development Program, which provides mid-career short-term training in the U.S. for South African leaders.
Publications: *1994 Guide to Community Education Resources*; annual report; newsletter; program policy statement. Write to: Judy Samelson, Vice President, Communications.

THE DAVID AND LUCILLE PACKARD FOUNDATION

300 Second Street, Suite 200, Los Altos, CA 94022
Phone: (415) 948-7658

Support is given to projects for youth, education, management assistance, conservation and population issues, primarily in the San Francisco area. In 1992, the San Mateo County Organizing Project received $20,000 to expand neighborhood organizing and leadership-development activities. People Acting in Community Together in San Jose, CA, received $30,000 to expand leadership-development efforts in low-income neighborhoods.
Publications: Newsletter; grants list; annual report.

PEACE DEVELOPMENT FUND

44 North Prospect Street, P.O. Box 1280, Amherst, MA 01004
Phone: (413) 256-8306

The Peace Development Fund makes grants to organizations and projects working to achieve peaceful, just, and interdependent relationships among people and nations. Through its Exchange Project, the Fund trains grassroots social-change groups in planning, fundraising, and organizational development. The Conversion Leadership Project supports efforts to convert U.S. economy from a military defense focus to a sustainable peacetime economy. Training, consultation, technical support, and financial assistance are provided to local conversion organizations. In 1993 total grantmaking totaled $1.1 million.
Publications: *Peace Development* quarterly newsletter.

THE PEW CHARITABLE TRUSTS

One Commerce Square, 2005 Market Street, Suite 1700, Philadelphia, PA 19103-7017
Phone: (215) 575-9050, FAX: (215) 575-4939

The Pew Charitable Trusts support the work of nonprofit organizations in the fields of culture, education, the environment, health and human services, public policy, and religion. The trusts encourage individual development and personal achievement; cross-disciplinary problem solving; and innovative, practical approaches to meeting the changing needs of a global community. Each year the trusts award about 500 grants totaling $170 million. In 1992 the Cambridge University Development Office received a $1.9 million three-year grant for the Cambridge University Global Security Programme which provides training to the rising generation of leaders in the regions of the world most threatened by security prob-

lems, migration, economic stress, environmental degradation, and ethnic and sectarian conflict.
Publications: Annual report; grants list; occasional report; informational brochure; applications guidelines.

PUBLIC WELFARE FOUNDATION, INC.

2600 Virginia Avenue, N.W., Room 505, Washington, DC 20037-1977
Phone: (202) 965-1800

Grants are awarded to grassroots organizations in the U.S. and abroad, with emphasis on the environment, disadvantaged youths, community services, and education. In 1992 the Center for Policy Alternatives received $30,000 for development of the Flemming Fellows Leadership Institute which will train emerging state leaders to make political and policy judgments based on values. The Highlander Research and Education Center received $100,000 to support the center's education and leadership training and other projects.
Publications: Annual report.

RIORDAN FOUNDATION

300 South Grand Avenue, 29th Floor, Los Angeles, CA 90071
Phone: (213) 229-8402, FAX: (213) 229-8402

Established in 1981 with funding from Richard J. Riordan, the Riordan Foundation helps people acquire the tools to compete successfully in society by supporting the education of young children and their families. Its mission is to ensure that all children become successful readers and writers while they are still young. Priority is given to youth programs, leadership programs, and job training.
Publications: Application guidelines; newsletter.

ROCKEFELLER BROTHERS FUND

1290 Avenue of the Americas, New York, NY 10104
Phone: (212) 373-4200, FAX: (212) 315-0996

Founded in 1940, the Rockefeller Brothers Fund seeks to improve the well-being of all people through support of efforts in the U.S. and abroad that contribute ideas, develop leaders, and encourage institutions in the transition to global interdependence. The fund aims to counter world trends of resource depletion, arms build-up, protectionism, and isolation through grantmaking to programs which educate individuals, groups, and the public; identify and train leaders; and provide a leadership network. In 1992, the fund awarded $18 million in grants.
Publications: Annual report.

THE ROCKEFELLER FOUNDATION

1133 Avenue of the Americas, New York, NY 10036
Phone: (212) 869-8500, FAX: (212) 764-3468

Grants and fellowships are awarded to promote the well-being of mankind throughout the world. Science-based, international development in agriculture, health, population science, arts, humanities, and equal opportunity activities are the recipients. The foundation's Study and Conference Center in Bellagio, Italy, is available for conferences and brief residences. 1991 giving totalled $86 million. In 1992 the National Hispanic Leadership Agenda received $25,000 for program development.
Publications: Annual report; program policy statement; application guidelines.

THE FLORENCE AND JOHN SCHUMANN FOUNDATION

33 Park Street, Montclair, NJ 07042
Phone: (201) 783-6660

The foundation awards grants to community-development and educational programs. In 1992, the Highlander Research and Education Center received $60,000 for community improvement and leadership-development programs. The Advocacy Institute received $150,000 for Leadership Project, a training program to strengthen the ability of citizens to create grassroots coalitions and influence public-policy issues. The Western States Center received $300,000 for development of the Progressive Leadership Network and other projects. The Texas Interfaith Education Fund received a three-year grant of $1 million for the Industrial Areas Foundation which teaches grassroots organizing skills to disadvantaged people in the Southwest.
Publications: Annual report.

SURDNA FOUNDATION, INC.

250 Park Avenue, Room 528, New York, NY 10177
Phone: (212) 697-0630

Surdna Foundation, Inc., supports programs of social concerns which benefit broad groups of the population. In 1992 a $100,000 grant was awarded to the Texas Interfaith Education Fund for creation of two neighborhood-based service centers in Austin, Texas. These centers were created to enable immigrants to develop leadership capacity needed to participate fully in American society.
Publications: Annual report.

TOYOTA USA FOUNDATION
19001 South Western Avenue, Torrance, CA 90509
Phone: (213) 618-6766

Toyota USA Foundation supports programs for community services, the aged, minorities, and youth. In 1993 the foundation awarded a three-year grant of $85,000 to Prep for Prep in New York City so that Leadership Initiative, a multifaceted leadership and urban affairs curriculum, could be integrated into the permanent program.
Publications: Application guidelines; information brochure.

UNITED STATES–JAPAN FOUNDATION
145 East 32nd Street, 12th Floor, New York, NY 10016
Phone: (212) 481-8753

The foundation's mission is to promote a greater mutual knowledge between the U.S. and Japan and to contribute to programs concerning bilateral policy issues. Areas receiving support include pre-college education programs, in-service workshops, pre-service training, intensive study tours, language training, professional networks, and leadership-development institutes.
Publications: Newsletter; annual report.

DEWITT WALLACE–READER'S DIGEST FUND
261 Madison Avenue, 24th Floor, New York, NY 10016
Phone: (212) 907-6819, FAX: (212) 907-6805

The fund invests nationwide in programs to help young people fulfill their educational and career aspirations. Some programs that receive support include professional development for elementary- and secondary-school educators and for the staff and management of youth-service agencies. In January 1994, the DeWitt Wallace–Reader's Digest Fund announced grants totalling $5.5 million for training and staff development at Big Brothers/Big Sisters of America, The Child Welfare League of America, Girls Incorporated, and the National Network of Runaway and Youth Services.
Publications: Annual report.

THE THOMAS J. WATSON FOUNDATION
217 Angell Street, Providence, RI 02906
Phone: (401) 274-1952

The Thomas J. Watson Fellowship Program enables college graduates with leadership potential to spend a year of travel abroad conducting independent study, exploring particular interests, testing aspirations, and developing a sense of international concern. Fellowships are awarded to students who demonstrate integrity, potential for creative achievement, and excellence within a chosen field.
Publications: Informational brochure.

WOMEN IN GOVERNMENT RELATIONS LEADER FOUNDATION
1250 Connecticut Avenue, N.W., Suite 210, Washington, DC 20038
Phone: (202) 463-2581, FAX: (202) 463-2423

The Women in Government Relations Leader Foundation provides women with management opportunities through education, advancement, leadership development, endowment, and research. The foundation sponsors projects and provides resources, technical assistance, training, internships, career seminars, and fellowships to women in the field of government relations.

CONFERENCE AND MEETING DIRECTORY

This new section is a resource for planning professional development and for discovering networking opportunities. Thirteen annual events are listed with information about:

- Host organizations.
- Participants. Most events are open to all interested persons but some are by application and invitation.
- Geographic scope. We have indicated whether each meeting is regional, national, or international in focus and participant attendance.
- Dates and locations. Most events are held during the same month each year, but locations usually vary from year to year. Whenever specific details were known prior to the *Source Book* publication, they are provided.
- Contact information. A name, address, phone number, and FAX number are provided so that you may verify details or request more information.
- Description. The length of each meeting, its area(s) of interest, program description, cost, and availability of conference proceedings are indicated.

Of course, not all conference plans have been finalized as we go to press. Please call the contact persons for brochures and current information. We plan to provide additional meeting information in future editions of the *Source Book*. If your organization hosts a regional, national, or international meeting for leadership educators, researchers, practitioners, or potential leaders, please send us a brochure.

CONFERENCE AND MEETING DIRECTORY

ALANA STUDENT LEADERSHIP CONFERENCE

Host Organization: LEAD—Leadership Education Activities Development—Center, State University of New York–Oswego.
Participants: Open to the general public.
Geographic Scope: This conference is international in scope and focuses on the different groups of ALANA—African, Latino, Asian, and Native American.
Dates and Locations: This annual conference is held each fall semester at the SUNY–Oswego campus. In 1994, the conference will be September 20-25.
Contact: Edual Collado, 214 Hewitt Union, SUNY–Oswego, Oswego, NY 13126. Phone: (315) 341-3203. FAX: (315) 341-6329.
Description: It is the intent of this conference, through student workshops and discussions, to continue educational and recreational programming. These programs for the ALANA student population allow participants to interact with the larger college community, in social and educational settings. The conference is free of charge.

BUILDING LEADERSHIP CONNECTIONS

Host Organization: Association of Leadership Educators. Cohosts are ALE colleagues from the Institute of Leadership and Volunteer Development, Shirley Gerken, Dorothy White, and Rona Vrooman.
Participants: The conference is open to all interested persons.
Geographic Scope: National.
Dates and Locations: July 7-9, 1994, at the Donaldson Brown Conference Center, Virginia Tech, Blacksburg, Virginia.
Contact: Katey Walker, Program Chair, 343 Justin Hall, Kansas State University, Manhattan, KS 66506. Phone: (913) 532-5773. FAX: (913) 532-5504.
Description: The theme, "Building Leadership Connections," was chosen to illustrate the varying interests of ALE members. Sessions will cover academic curricula and programs at both the graduate and undergraduate levels, youth leadership development, community leadership, business leadership, theories and models, and practical tips for implementing a leadership program. The cost for the conference is $95, which covers lodging and some meals. Proceedings will be made available.

THE PETER F. DRUCKER FOUNDATION FOR NONPROFIT MANAGEMENT SPRING AND FALL CONFERENCES

Host Organization: The Peter F. Drucker Foundation for Nonprofit Management. The spring conference is presented in conjunction with the Aspen Institute.
Participants: The spring conference is open only to CEOs in the corporate and social sectors who receive invitations. The fall conference is open to all interested persons.
Geographic Scope: Both seminars are national in focus.
Dates and Locations: In 1994, the spring conference is April 23-25 at the Wye Center in Queenstown, Maryland. The 1994 fall conference is November 3-4 at the Hotel del Coronado in San Diego, California.
Contact: Rob Johnston, The Peter F. Drucker Foundation for Nonprofit Management, 666 Fifth Avenue, 10th Floor, New York, NY 10103. Phone: (212) 399-1710. FAX: (212) 399-4426.
Description: The theme of the 1994 spring conference is "Why Business Needs the Social Sector." The fall conference focuses on issues of importance to leadership in nonprofit organizations and the presentation of the annual Peter F. Drucker Award for Nonprofit Innovation to the organizational program that best exemplifies innovation as "change which creates a new dimension of performance." The registration fee for the fall conference is $300 and includes lodging. Most conference sessions are audiotaped and available for purchase after the conference.

INTERNATIONAL CONFERENCE ON SERVANT-LEADERSHIP

Host Organization: The Robert K. Greenleaf Center.
Participants: Members of The Robert K. Greenleaf Center and nonmembers seeking personal contemplation, practical solutions to real questions, support, and connections with others interested in servant-leadership.
Geographic Scope: International.
Dates and Locations: Held each fall in Indianapolis, Indiana. In 1994, the conference will be October 6-9 at the Hyatt Regency in downtown Indianapolis.
Contact: Kelly Tobe or Michele Lawrence, The Robert K. Greenleaf Center, 1100 West 42nd Street, Suite 321, Indianapolis, IN 46208. Phone: (800) 424-0067. FAX: (317) 925-0466.
Description: Peter Block, author of *Stewardship* (1993) and *The Empowered Manager* (1991), is slated as the 1994 keynote speaker. Ann McGee-Cooper, author of *You*

Don't Have to Go Home from Work Exhausted (1990), is the capstone speaker. More than 20 concurrent sessions will address the issues of serving, being served, leading, and following. Conference fees range from $250-350 depending on membership status and early or late registration. The cost for attending the preconference all-day workshop is $150. Call the Greenleaf Center to inquire about all-day workshops held throughout the year in cities across the U.S.

INTERNATIONAL LEADERSHIP CONFERENCES

Host Organization: American Youth Foundation.
Participants: High-school juniors and seniors with leadership experience or leadership potential are selected and sponsored by schools, civic organizations, corporations, and religious organizations. Individuals may apply by paying their own tuition or securing a sponsor.
Geographic Scope: Students are from all 50 states and 25 countries, with 12 percent being international students.
Dates and Locations: There are three sessions each summer. In 1994, Conference I is July 26-August 5 and Conference II is August 9-19, both at Miniwanca in Shelby, Michigan. Conference III is August 17-27 at Merrowvista in Ossipee, New Hampshire.
Contact: ILC Registrar, American Youth Foundation, 1315 Ann Avenue, St. Louis, MO 63104. Phone: (314) 772-8626. FAX: (314) 772-7542.
Description: The International Leadership Conferences provide a forum for youth to develop self-esteem, competence, and the skills needed to lead others. Located at two rustic educational facilities, all participants leave behind familiar routines and the comforts of home, while sharing in community chores. ILC aims to cultivate students' mental, physical, social, and spiritual capacities through experiential learning and recreation. The cost is $640 per session plus a $75 registration fee.

LEADERSHIP AND THE LIBERAL ARTS

Host Organization: McDonough Center for Leadership and Business, Marietta College, in partnership with the Henry Luce Foundation, and cohosted by the University of South Carolina.
Participants: College and university faculty, student affairs professionals, and administrators.
Geographic Scope: International.
Dates and Locations: The second annual Leadership and the Liberal Arts conference is scheduled for October 7-10, 1994, at the Marietta College campus.
Contact: Stephen W. Schwartz, Dean, McDonough Center for Leadership and Business, Marietta College, 215 Fifth Street, Marietta, OH 45750-3031. Phone: (614) 376-4760. FAX: (614) 376-4763. Or contact M. Stuart Hunter, Codirector, University 101, University of South Carolina, 1728 College Street, Columbia, SC 29208. Phone: (803) 777-4761. FAX: (803) 777-4699.
Description: This conference provides an opportunity for the open exchange of ideas on the nature and teaching of leadership in a liberal-arts context. Participants will actively learn about the latest developments, differing philosophies, and methods of teaching through lectures, addresses, workshops, and interaction with experts in this area. Presenters from over 35 institutions and organizations will share their views in concurrent sessions. Cost is $195 which includes some meals. Published proceedings will be made available.

LEADERSHIP EDUCATION CONFERENCE

Host Organization: Jepson School of Leadership Studies, University of Richmond.
Participants: Open to all interested persons.
Geographic Scope: National.
Dates and Locations: July 7-10, 1994, Richmond, VA.
Contact: Beverly Hathaway, Jepson School, University of Richmond, Richmond, VA 23171. Phone: (804) 287-6081. FAX: (804) 287-6062.
Description: "Leadership Education: Culture, Context, and Creativity" is the 1994 theme of this annual conference. Researchers, educators, and practitioners will address leadership-education and development issues in panel discussions, workshops, and discussion groups. The conference host, the Jepson School of Leadership Studies, is the first school in the U.S. to offer a Bachelor of Arts degree in Leadership Studies through an interdisciplinary approach. The conference provides a collegial environment that encourages participants to debate and exchange information beyond the scheduled sessions. The cost is $395, which includes some meals. Proceedings will be published and given to all participants.

LEADERSHIP SYMPOSIUM

Host Organization: InterAssociation Leadership Project, the National Association for Campus Activities, and the University of Maryland at College Park. Sponsors include the National Clearinghouse for Leadership Programs, Albion College, Metropolitan State College of Denver, and Rhodes College.
Participants: Scholars, practitioners, and educators may apply by submitting an essay and application. Approximately 65 will be selected to attend.
Geographic Scope: National.
Dates and Locations: The symposium is held each summer at various college and university campuses. The 1994 conference will be June 1-5 at Rhodes College, Memphis, Tennessee.

Contact: Elizabeth McGovern, Sleight Leadership Program, Albion College, Albion, MI 49224. Phone: (517) 629-0433. FAX: (517) 629-0509. E-mail: emcgovern@albion.bitnet. Or Davidson Porter, Metropolitan State College of Denver. Phone: (303) 556-2595.
Description: The Symposium is a scholarly program designed to promote a greater understanding of critical issues and evolving models centered on college-student leadership programs—curricular, cocurricular, and community-based. It aims to create new leadership paradigms, stimulate research and assessment in leadership studies, and provide professional-development opportunities for researchers, practitioners, and educators. Participants are invited to bring working papers on leadership topics of interest to share with colleagues. The registration fee of $275 includes program materials, lodging, and meals.

MORAL DIMENSION OF LEADERSHIP

Host Organization: Leadership, Ethics, and Values Program, North Central College.
Participants: Participants are scholars from throughout the U.S. and practitioners of leadership. Undergraduate students are welcome to attend and submit papers for student sessions.
Geographic Scope: National.
Dates and Locations: This two-day conference will be held the last week of September on the campus of North Central College, Naperville, Illinois (suburban Chicago).
Contact: David C. Smith, Director, Leadership, Ethics, and Values Program, North Central College, P.O. Box 3063, Naperville, IL 60566-7063. Phone: (708) 420-3484. FAX: (708) 420-4234. E-mail: dcs@nccseq.noctrl.edu.
Description: This conference was initiated to allow those concerned with the challenges of ethical leadership to share insights, ideas, and recommendations for more effective leadership education; and to build a network of those involved in advancing leadership ethics in government, business, education, and the church. A call for papers goes out in advance of the conference. Papers are due by June 1, 1994, for judging by the LEV Program Advisory Committee at North Central College. Conference proceedings will be published for registered participants and presenters. There will be limited availability of published proceedings for purchase by others at a cost of $25.00. Registration fee is $150 (estimated at time of publication) and includes two lunches and a conference banquet.

NATIONAL LEADERSHIP FORUM

Host Organization: National Center for Nonprofit Boards.
Participants: The conference is open to all those interested in the management and governance of nonprofit organizations.
Geographic Scope: National.
Dates and Locations: Held every year in November, the location is usually in Washington, DC. In 1994, the conference will be held November 13-15 at the L'Enfant Plaza Hotel, Washington, DC.
Contact: Colleen Spence, National Center for Nonprofit Boards, 2000 L Street, N.W., Suite 510, Washington, DC 20036. Phone: (202) 452-6262. FAX: (202) 452-6299.
Description: The conference features keynote speakers, breakout sessions, and breakfast roundtables. A journalistic account of the proceedings is featured in *Board Member*, a bimonthly journal. The cost of this three-day conference is $395, with discounts available to members of the National Center for Nonprofit Boards.

WILDERNESS EDUCATION ASSOCIATION NATIONAL CONFERENCE

Host Organization: Wilderness Education Association and Colorado State University.
Participants: Open to all interested persons.
Geographic Scope: National.
Dates and Locations: The 1995 conference is scheduled for March 30 through April 2 on the main campus of Colorado State University in Fort Collins.
Contact: Jessica Potter, Wilderness Education Association, Department of Recreation Resources, Colorado State University, Fort Collins, CO 80523. Phone: (303) 223-6252. E-mail: wea@lamar.colostate.edu.
Description: "National Wilderness Education Efforts" will focus on the national wilderness-education programs currently being offered, providing a forum to display and examine these programs. Workshops will be offered in outdoor leadership, judgment and decision making, skill development, research, design for culturally diverse populations, communication, and education strategies. The cost for the conference has not been announced. Conference proceedings will be published and available for purchase.

WINDOWS TO THE WORLD: COMMUNITY DIVERSITY LEADERSHIP

Host Organization: National Association for Community Leadership.
Participants: Open to all interested persons.
Geographic Scope: Participants are from the U.S., Canada, and Australia.
Dates and Locations: September 9-11, 1994, at the Sheraton Seattle Hotel and Towers, Seattle, Washington.
Contact: Jilann W. Savery, Director, Member Services, National Association for Community Leadership, 200 South Meridian Street, Suite 340, Indianapolis, IN 46225. Phone: (317) 637-7408. FAX: (317) 637-7413.
Description: "Windows to the World: Community Diversity Leadership" is the 15th annual conference of the National Association for Community Leadership. Keynote speakers include John Graham, Executive Director of The Giraffe Project, an international organization that encourages people to "stick their necks out" in service to others; and Thomas S. Watson, Jr., businessman and speaker on diversity and international trade. Participants may choose from over 40 leadership-development workshops and panel discussions; a leadership-resource fair and exhibition; and forums on collegiate leadership, executive leadership, urban programs, and many others. The 1994 National Community Leadership Award and the 1994 Distinguished Leadership Award will be presented. Early-bird registration, before August 9, 1994, is $350 for Community Leadership members and $450 for nonmembers. After August 9, cost is $400 for members and $500 for nonmembers. Conference proceedings will be available for purchase on audiotape.

YOU CAN MAKE A DIFFERENCE

Host Organization: Haas Center for Public Service.
Participants: Stanford University students, faculty, staff, and the general public.
Geographic Scope: Regional.
Dates and Locations: Held each winter or spring on the campus of Stanford University, the 1994 conference was held on Saturday, February 12.
Contact: Jackie Schmidt-Posner, YCMAD, Haas Center for Public Service, P.O. Box 5848, Stanford, CA 94309-5848. Phone: (415) 723-9181. FAX: (415) 723-7339.
Description: The 11th annual **You Can Make a Difference** conference, "Cities in Crisis: Promoting Urban Change," is dedicated to the unsung heroes working in the streets of America's cities, building communities, revitalizing people by devoting time and energy to innovative projects that make a difference in the lives of others. Educational seminars, art, drama, music, 17 workshops, a town meeting, and an opportunities fair address issues of urban revival. The cost is $10.

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